

THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

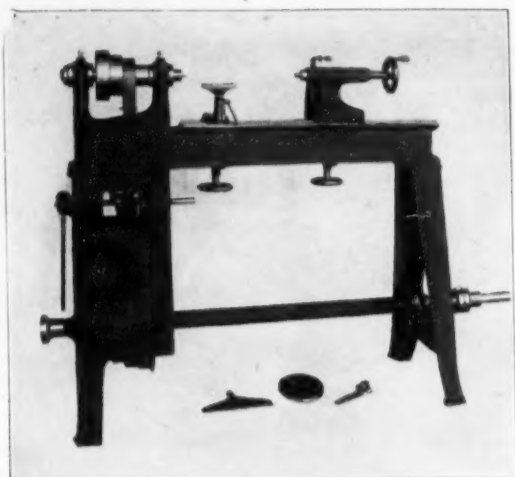
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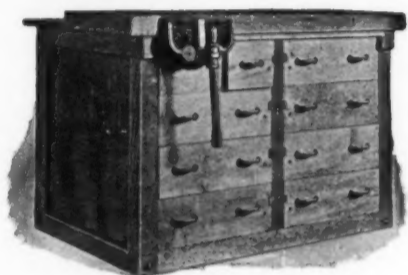
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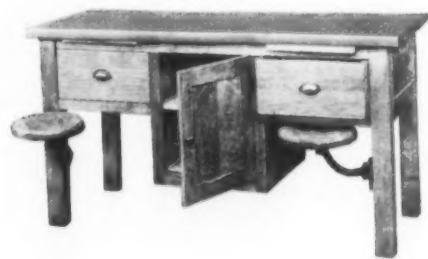
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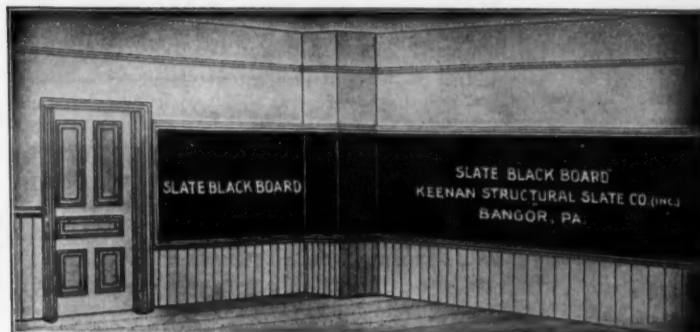
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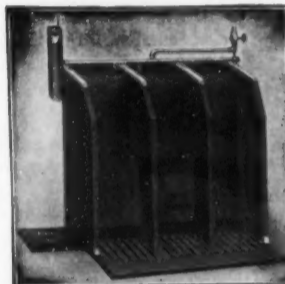
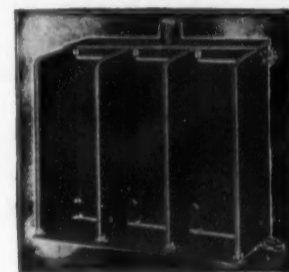


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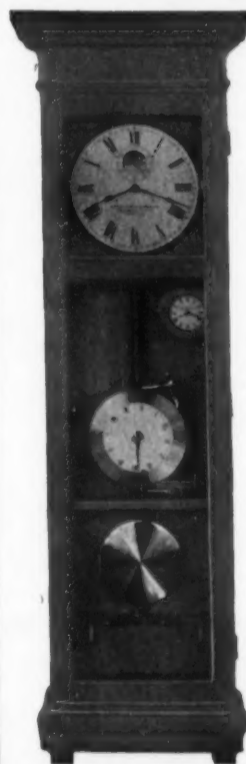
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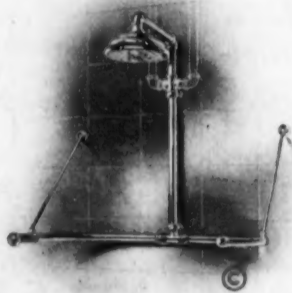
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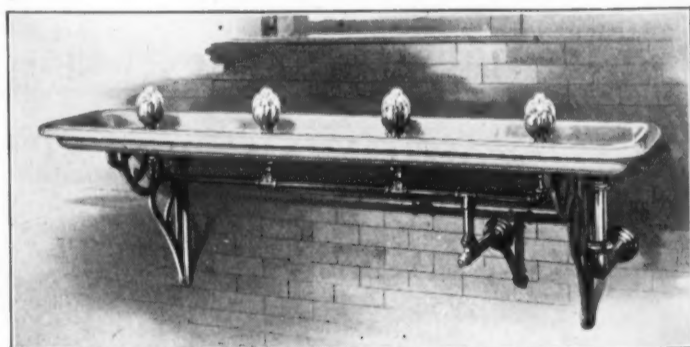
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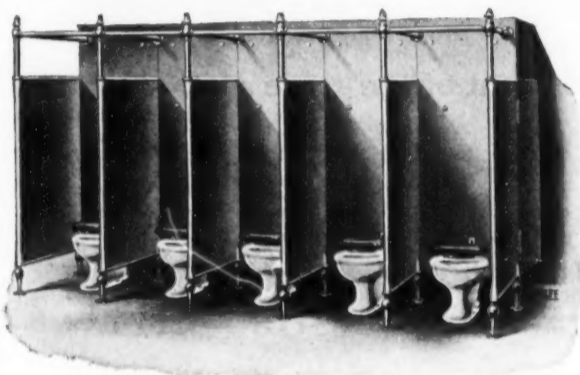
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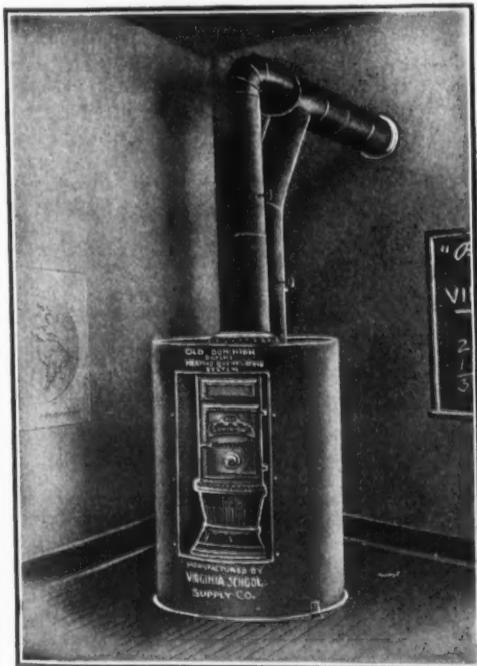
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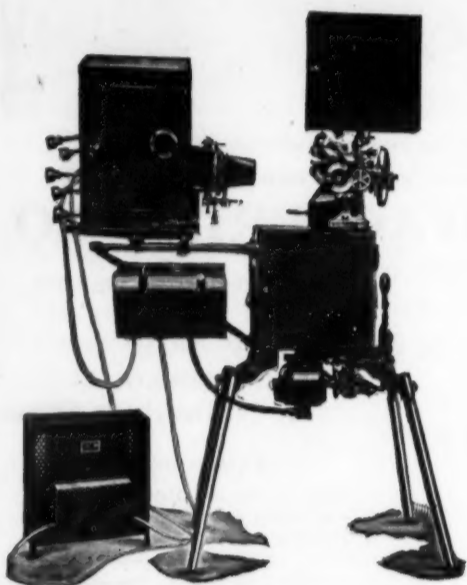
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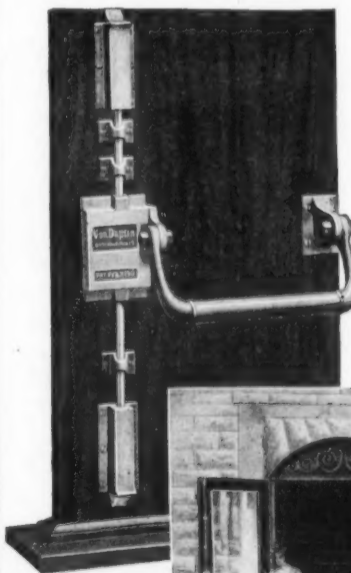
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TABLE OF CONTENTS

	PAGE
Cartoon—The Legislator's Problem	9
The Principal, Olive R. Barton	10
State Comity in the Regulation of Teachers' Life Certificates	11
David O. Mason	11
The Consolidated School in North Dakota, N. C. MacDonald	14
The First Day's Adventure of a School-Board Secretary	15
Melvin Rice	15
Fire Prevention Rules	17
The Board of Education and the State High-School Inspector	19
P. E. McClenahan	19
A Co-operative Playground, B. M. Little	21
New Schoolhouses	23
Editorial	26
Teacher Training for Rural Schools	28
Business Management in School Affairs	30
Physical Training in Oakland	36
The Department of Superintendence	37
School Law	38
Handling Home Credits	40
School Board News	42
For Busy Superintendents	43
New Rules and Regulations	46
Schoolroom Hygiene	48
Building and Finance	51
Teachers' Salary Notes	52
High School Administration	53
New Books	56
News of the School Manufacturers	59
Schoolroom Humor	68

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THE LEGISLATOR'S PROBLEM

Who will Suggest the Educational Bills During the Coming Sessions of the State Legislatures?

"THE PRINCIPAL"

Olive Roberts Barton

The article by Ella Frances Lynch on our public school system, which appeared in a popular magazine in the early summer of 1914, has created widespread comment among educators, inasmuch as Miss Lynch has spent many years of her life in school work and does not speak unadvisedly. First, as a public school teacher; next, as an investigator; and third, as the founder of a school built upon a different plan from the one in general use in the country, she suggests many excellent reforms in school work and the saving of many hours of a child's time which would seem now to be wasted.

It is the purpose of this paper, however, to defend one feature of our system which Miss Lynch attacks, albeit there are other points in her article which might permit of considerable discussion. Miss Lynch has witnessed, in her various explorations among the schools, sins which she lays at the doors of mismanagement and wasteful extravagance, but which, I would say in many cases, were very splendid examples of poor pedagogy.

Under the latter head, extravagance, comes, in part, her condemnation of principals, and supervisors in general. Another reason for this arraignment is the bondage of the teacher, who, it appears, is "supervised until the last vestige of her authority has departed."

To refute the argument of Miss Lynch, that the office of principal is all but useless, I wish to set forth some excellent reasons for his retention.

First, however, let us acquaint ourselves with the substance of this lengthy dissertation. Miss Lynch advocates a general reduction of expense as regards supervisors and textbooks in order that a greater number of teachers may be employed. This would do away with large schools, a dozen pupils to a room being the number recommended. She also contends that teachers are hampered on all sides by too much system, thereby reducing their teaching ability to a minimum; that they are in fact so much the victims of conditions that initiative and all attributes of good teaching are crushed out of them; that schools of forty or fifty pupils are clogging to good work; that stereotyped programs from which they cannot escape are cramping; that innumerable textbooks to be rushed thru in a school term; and that above all, having to please a dozen superiors, superintendent, principal, assistant principals and supervisors of this, that and the other thing, submerges real teaching to the detriment of the school. There are still other things to be deplored about the system according to Miss Lynch, but these will do to summarize.

However excellent her suggestions in many ways, there is one thing with which Miss Lynch has not reckoned. The plan works out well on print, but she is depending upon the impossible, for the success of her new scheme of things, namely an immense supply of perfect teachers! How would it be possible to secure them when it is difficult to keep up the supply of average teachers under the present system which requires less than one-third of the number she advises.

Let us suppose for our purpose, that the suggested conditions do exist and that a school building which formerly had thirty rooms averaging forty-five pupils each, has changed hydraulic into a three building institution of ninety rooms with fifteen pupils to a room. Principal and grade superintendents having been decapitated, the corps of ninety teachers is reigning with undisputed sway.

These teachers under the old regime have en-

joyed enviable reputations, altho they were compelled to abide by machine-made programs.

Now they stretch their arms, figuratively, and inhale delightedly the invigorating air of freedom. No longer are they mere phonographs, mediums by which textbook records are interpreted. At last they have a chance to assert self, and put individuality into their teaching.

"Thank goodness!" says Miss Smith. "The time has come when I can teach! Never before have I had the chance to do what I really wanted. I have always been kept down." She looks over the curriculum for the term, and decides that she will reduce the time formerly given to physiology, reading, writing and spelling. "There has always been too much time spent upon useless things in school," says she. "What children need is grammar, and I propose to devote a great deal of time to it this term." Therefore, because Miss Smith's hobby is grammar, the children have it to her heart's content, and until they have learned to hate the sight of a language book forever.

Miss Evergreen in the next room comes from a family of mathematicians. The children get arithmetic day and night.

Miss Daily is a nature lover, and supplements verse and bits of botany to the detriment of the R's.

Miss Abel believes in fresh air and devises a plan of sitting-out bags and hoods, leaves the windows open all winter, and has calisthenics every thirty minutes. Miss Abel's class passes highest of all the rooms, by the way, and they are remembering all they learn.

Of course I have overdrawn. But it is only a question of degree. Left alone, with undisputed sway a teacher will naturally do what in her judgment is the best thing for the children.

We hear so much of the word individuality these days. "A teacher could do so much individual work," we say, "if she had only a few pupils" and "She could develop individuality."

The two terms sounding so much alike mean, of course, things entirely different. Individual work, a teacher could certainly do in a school of twelve pupils. But how much individuality of the child can she bring out, unless she is a specialist on child nature? And how many of the nearly-a-million teachers under the hypothetical system, could we estimate to be even careful students of child nature? Very few! This condition of affairs would be ideal, but it is not likely to exist in the near future. We must take conditions as they are, not as they should be. We must consider teachers, at least for awhile, as they are, not what we would have them. The average teacher, left to her own devices, is more likely to impress upon the child the cameo of her own personality, until the intaglio of his own is the counterpart of hers, than to develop characteristics peculiar to the child. Her own idiosyncrasies and preferences are certain to be felt.

To show the need of competent teachers at the present time let me quote Mr. W. S. Deffenbaugh, Chief of the Division of School Administration of the United States Bureau of Education, in Washington, D. C.: "One of the problems of administration in the small city is that of securing and retaining competent instructors. * * * Not one-third of the teachers in these cities have graduated from a training school." It might be well to note here that Mr. Deffenbaugh recommends two ways as means of improving the general standard of teachers: First, that they be selected by superintendents instead of boards; second, that they

be paid salaries according to merit, not experience.

Why deery system in our schools, one of the most colossal institutions in the country, when every other branch of the government is systemized to the nth power. Even tho comparison cannot be made between children and commodities, it is equally true that where many people work together for a common cause, whatever it may be, system is needed.

Take away the forty pupils, but leave the principal! An organization of teachers working together needs a head, not three, five or ten heads, but a head. Hundreds of teachers are managed to death by too many supervisors it is true, but the remedy would be to remove the surplus only.

Miss Lynch acknowledges that a school of fifty rooms may need a head. If, as she says, an office clerk can easily do all the work a principal now does in a smaller building, why have a principal in a fifty-room building, when more clerks could do the additional work? If fifty teachers need a head, ten teachers need a head, for many reasons other than the keeping of school statistics.

I taught in a large city school of 25 rooms. There was one principal, no assistants. He supervised our work and gave us any necessary help. In the city were several schools larger than our own where one principal supervised the teachers and had no help other than an office secretary to do the routine work. In the city where I now live the schools are smaller, averaging fifteen rooms to the building. Two school buildings are assigned to every principal in the city except the High School. There are no grade superintendents but there are supervisors of drawing and music. The teachers are not over managed, but they have a head. An excellent superintendent and a wisely chosen corps of principals are to be thanked for this happy state of affairs. I taught under this regime also and speak advisedly. Certainly no wasteful extravagance here!

The principal of a school is not the figure-head he is accused of being, altho there are degrees of perfection among principals, as among teachers. A good principal is indispensable. On the other hand, a poor principal can do more harm than a dozen poor teachers. Just as the atmosphere of a room indicates the kind of teacher, just so, the general atmosphere of a building registers the excellence of the principal who presides.

Miss Smith and Miss Abel would soon tire of their freedom. The constant drain of teaching, the continually giving out of one's best, is a fagging process. The feeling that someone is in a measure sharing the responsibility lightens the load considerably. It is stimulating to reflect that someone is behind one officially and ethically, ready with advice or actual collaboration.

Consider also, pray, the bran-new teacher fresh from training school, one of the fortunate third, who has to learn the difference between the theoretical and practical. Who helps her over the rough places of disillusionment and discouragement, and starts her on the high road to success? Principals have more to do with the making of good teachers than Normal Schools.

I have seen girls come from the hands of normal instructors with little prospect of succeeding as teachers, but under the hands of skillful and patient principals develop latent teaching qualities altogether unsuspected. A principal has, of course, an advantage over normal

(Concluded on Page 66)

State Comity Regarding Teachers' Life Certificates

Calvin O. Davis, University of Michigan

The shibboleth of the age is efficiency with economy. To meet this test requires (among other items) the elimination of needless waste and duplication wherever discernible. To realize this ideal demands in turn that the scope and function of each of the various agencies which society has charged with the conduct of human affairs shall have its powers clearly defined and guaranteed; and, further, that among these various agencies the principle of comity and co-operation shall operate to as complete a degree as practicable.

Doubtless, as yet, no form of social agency has attained a thoroly satisfactory standard of efficiency. It is probable, too, that educational administration has progressed as rapidly and as fully as other forms of social organizations. Nevertheless school procedure is still imperfect, and perhaps in no respect does it exhibit a more chaotic state, a greater lack of co-ordination and uniformity than in that pertaining to the issuance and validation of teachers' certificates. Not only are there in the United States 48 distinct sets of state regulations, but within each state many certifying authorities exist, many forms of certificates are issued, and many diverse standards of teaching efficiency are recognized and accepted.

The Need of Uniformity.

In the interests both of the governing bodies and of the teaching staffs a closer approximation to uniformity in respect to this question is greatly to be desired. This holds true not only in regard to the regulations concerning the personal and scholastic qualifications of teachers, but concerning, also, the period of certification, the validation of certificates issued by authorities other than local authorities, and the privileges and powers conferred upon the person to whom certificates are issued. Specific standards for specified types of work (wherever the candidate may choose to teach) should, it would seem, be the controlling idea. Proficiency is to be determined with reference to the subject-matter to be presented and the mental and moral status of the pupils to be instructed, and not with reference chiefly to localities or state boundaries. The candidate seeking a position to teach in the kindergarten should satisfy the authorities that she possesses the personal qualities and training that fit her to give reasonably successful service in kindergarten work. In like manner, candidates seeking teaching positions in the elementary grades and in the high schools should be expected to furnish evidence that they have received suitable training and are qualified for the specific tasks that are to be demanded of them. It surely is incongruous to give legal authorization to a person to teach in a secondary school because, forsooth, such person has proved to the satisfaction of the authorities that he or she is qualified for a position in the elementary schools. Nevertheless, local certificates quite generally entitle the possessor legally to teach subjects he may never have pursued himself. Thus, for example, a third-grade common-school certificate in many states entitles the holder to teach any subject he may undertake, and to do this in high schools as well as in the elementary schools.

There seems little excuse in the present state of development of schools in America, and particularly within school systems that are to a large degree at least, supported, directed, and supervised by state officials, to limit the operation of any certificates to the local unit—district, town or county—in which they chance to be issued. The practice appears especially provincial within states in which the examination

questions on which the certificates are based are issued by the central state authority and are the same for all districts alike. Nevertheless, it must be granted, limited certificates of one type or other possess many meritorious features, and no doubt provide safeguards that are necessary in certain sections of the country. The crying need respecting them is, as already stated, to make them truly guarantees of specific fitness for specific lines of work.

Reasons for State Comity.

On the other hand, Life Certificates issued by the various State Boards of Education, or by authorized educational institutions within the states, present many convincing claims for legal recognition beyond the borders of the issuing state. Standards in education among the various states are no longer as diverse and unequal as in former years. Prevailing means of easy travel stimulate teachers to traverse state lines in large numbers. The cosmopolitan character of most state universities and hence of the attached departments of education attract students from many parts of the union, and, on graduation, many of these students seek teaching positions in or adjacent to their native states. An approximation to uniformity in college entrance requirements, in college graduation requirements (at least quantitatively speaking), and in the pedagogical training demanded for Life Certificates issued under the direction of collegiate departments of education, guarantees standards of attainment that are not greatly dissimilar in any of the several states.

Happily, a comity respecting the recognition of Life Certificates issued under the authority of agencies outside the particular state does today exist among several of the states. In order to discover just how complete is this comity existing between the state of Michigan and the other states the writer undertook an investigation of the question. The inquiry sought first, whether or not the Life Certificates issued on the recommendation of the department of education of the University of Michigan would be validated in other states, and, if so, whether they would operate as limited or Life Certificates in those states; and, second, what in general, are the requirements exacted by the various state boards of education for Life Certificates within the respective states. The compilations that follow seek to set forth the facts under those two captions¹.

In order that each state with which comity of relations was sought might possess adequate data upon which to base a definite ruling and in order to derive authoritative statements from the certifying powers in each state, the following letter was sent to the Superintendent of Public Instruction (or like official) in each of the forty-seven states (omitting Michigan). A similar letter was sent to the Superintendent of Public Instruction in Michigan asking under what conditions he could grant state validation to Life Certificates issued by other states, or authorized colleges within those states.

The Form Letter.

"Ann Arbor, Mich., Nov. 1, 1913.

"Superintendent of Public Instruction.

"HONORED SIR:—Each year a number of graduates of the University of Michigan seek posi-

¹While of course, the conclusions respecting the validation of Michigan Life Certificates refer specifically to such certificates only as are issued by Michigan, further investigations have revealed the fact that a similar comity would be established (if sought) by other universities and colleges maintaining similar requirements for Life Certificates, and indeed (for the most part) does so exist.

tions to teach in your state. The query always arises as to what the requirements of certification are in your state, and whether a Teacher's Diploma and Life Certificate, issued by the department of education in the University of Michigan, will be validated by your officials.

"In order that we may have a basis for guidance, I beg to state briefly the requirements we exact for a Life Certificate, and to inquire if, under the law of your state, you can accord certificate privileges to our candidates.

"The requirements for Life Certificate, University of Michigan, are:

1. Graduation from the University.
2. Three semester hours in General Psychology.
3. Eleven semester hours in Education, including:
 - a) Two hours in the History of Education.
 - b) Two hours in Educational Psychology.
 - c) Two hours in Administrative Problems.
 - d) One hour in Special Methods in the subject to be taught.
 - e) Four hours elective.

"Observation of school work once per week thruout one year, is also required of all—such observation being made in connection with the Ann Arbor elementary and high schools.

"We shall be very grateful for a reply, and if state comity in this matter is not possible under the present requirements of the University of Michigan, we shall be pleased to know under what conditions a Life Certificate from our institution could be validated by you.

Very truly yours,

(Signed) C. O. Davis.

Replies to the above form letter were received from the central authority in forty-seven states¹. The following, Table No. I, shows the policy in effect.

Subsequently a second questionnaire was sent to each of the authorities previously solicited, seeking data that should make the scope of the inquiry somewhat larger. The chief items included were the following:

1. Whether college graduation (without pedagogical studies) entitled the candidate to teach without further examination or test.
2. Whether the legal recognition of Life Certificates issued by the University of Michigan is likewise given to certificates of other colleges and universities of equal rank.
3. Whether Professional Certificates are granted without evidence of specific pedagogical study.
4. Whether Life Certificates are issued to candidates without teaching experience.
5. Whether the requirements for high school teachers are made different for teachers graduating outside the state than for those graduating from institutions within the state.

Replies were received from forty-three states and these may be tabulated as in Table II.

From the above compilations the following facts are to be noted:

1. That fourteen states accept college graduation alone as sufficient guarantee of teaching ability for the public high schools, whereas twenty-nine states require professional study or examination either in lieu of or in addition to college graduation. Five states did not report.
2. That wherever state comity is granted at all it is granted alike to graduates (with professional training) of all colleges and universities of recognized rank, and not merely to a few

¹No reply was received from Oklahoma.

Table I.

State.	Full, partial, or no recognition given to the University of Michigan Life Certificates.	Requirements for State Secondary School Certificate in addition to Life Certificate issued by the University of Michigan.	Requirements for Life Certificate.
Ala.	None.	Examinations in full.	No Life Certificate.
Ark.	Partial.	Twelve months' experience for state certificate or six months' experience for professional certificate.	Extension of certificate after experience.
*Ariz.	Full.		Fifteen years' experience and examination.
Cal.	Partial.	Twenty months' experience, or half year graduate work and six months' experience.	Experience and professional study.
Col.	Partial.	Twenty-four months' teaching and nine additional hours professional study, twenty hours all told.	Honorary.
Conn.	None.	Examinations in full.	No Life Certificate.
*Del.	Full.		Renewal after experience and study.
Fla.	None.	Examinations in full.	Eighteen months' experience.
Ga.	Partial.	Examinations on the history and geography of the State of Georgia.	No Life Certificates.
Ida.	Partial.	Eighteen months' experience and examination in Idaho School Law, State Constitution and Manual of the Course of Study.	Five years' experience, two being in Idaho.
*Ill.	Conditional.	At the option of the county superintendent, full recognition if the candidate offers credits in English, pedagogy and six high school subjects.	Indefinite extension but no Life Certificate.
Ind.	None.	Examinations in Full.	Professional study and two years' experience.
*Iowa.	Partial.	Six additional hours in Education (twenty all told) and two years' experience.	Professional study and five years' experience.
*Kan.	Full.		Professional training.
Ky.	None.	Examinations in Full.	Professional study and experience.
*La.	Full.		Five years' experience.
*Me.	Partial.	Term based on length of teaching services of the applicant.	Experience.
*Md.	Full.		Two years' experience and a thesis.
*Mass.	Partial.	Preliminary certificate issued to holders of Michigan Life Certificates. After two years' experience in Massachusetts and preparation of a thesis a professional certificate may be issued.	
*Mich.	Full.		Professional training only.
*Minn.	Partial.	Certificate validated fully for one year and extended longer on application.	Professional study and two years' experience.
*Mo.	Partial.	Three years' certificate for those without experience; Life Certificate for those with experience.	Professional study and three years' experience.
Miss.	None.	Examinations in Full.	No Life Certificate.
Mont.	Partial.	Eighteen months' experience.	Five years' experience.
*Neb.	Partial.	Life Certificate after three years' teaching in Nebraska.	Professional study and three years' experience.
*Nev.	Full.		Professional study and experience.
N. Hamp.	None.	Examinations in Full.	Professional study.
*N. J.	Partial.	Limited certificate issued (valid for one year but renewable).	Professional study and experience.
*N. Mex.	Partial.	Five years' experience in the state before Life Certificate is issued.	Professional study and five years' experience.
*N. Y.	Partial.	Validated for two years. During these two years the candidate must pass the New York professional examinations.	Two years' experience and examination.
N. C.	Partial.	Examinations required in English and the Theory and Practice of Teaching.	None.
*N. D.	Partial.	Five year certificate granted.	Professional study and five years' experience.
*Ohio.	Full.		Professional study, experience and examination.
Okla.	(No report.)		
*Ore.	Partial.	Life Certificate issued after thirty months' experience.	Professional study and three years' experience.
*Pa.	Partial.	Validated as limited certificate; after three years' experience certificate issued for life.	Professional study and three years' experience.
*R. I.	Partial.	Granted limited certificate. Certificate made permanent after required number of years' experience.	Professional study and experience.
*S. C.	Full.		Professional study.
*S. D.	Full.		Professional study and experience.
*Tenn.	Full.		Professional study and examination.
*Texas.	Full.		Professional study.
*Utah.	Partial.	Granted temporary certificate. Given Life Certificate after five years' experience.	Professional study and five years' experience.
*Vt.	Partial.	Given five year certificate.	Experience.
*Va.	Partial.	Given a seven year certificate.	Professional study and experience.
*Wash.	Full.		Five years' experience.
*W. Va.	Full.		Professional study.
*Wis.	Partial.	Temporary certificate issued. After one year of teaching Life Certificate granted.	Professional study and two years' experience.
*Wyo.	Partial.	Certificate granted for life if candidate has had one year's experience.	Professional study and one year's experience.

schools—provided only reciprocal relations are maintained by colleges thus honored.

3. That no state issues the equivalent of a High School professional Certificate without evidence of professional study of some kind.

4. That only six states (of the forty-three reporting) issue Life Certificates to candidates having no teaching experience.

5. That only seven states (of the forty-three reporting) make different requirements (for high-school positions) for candidates graduating from colleges, universities, or schools of education located without the respective states and for graduates of institutions within the state—provided the institution from which the certificate is held is of equal rank with the institution of the particular state concerned. Whenever certifying requirements are made different for the graduate of an outside institution they differ chiefly in respect to examinations in local history, geography and school law, or in respect to teaching experience within the state, or both.

The following excerpts from copies of the state laws of each state or from the personal letter received from the State Superintendent of Public Instruction (or his authorized deputy) in each state shows the general conditions upon which validation of certificates issued by other states is made, or the reason for withholding validation. In some instances, too, they show the requirements for original certification within the state.

Ala.: "Only such persons as take the examinations upon prescribed subjects may teach in the public schools of the state, and only those who have taught for five years under a first grade certificate issued by the Board of Examiners of Alabama are eligible to apply for Life Certificates."

Ark.: "State and professional licenses [First grade license for two years; Professional license for six years; Life Certificates] may be secured without examination based on state certificates from other states and upon degrees from accredited educational institutions by applicants having at least twelve months' successful experience for state certificate, and six months for professional license."

Arizona: "First grade certificates [valid for four years] may be granted by the board without examination to graduates of universities and chartered colleges [whose standards are equivalent to those of Arizona, and which are accredited by the State Board of Education of Arizona]. Life Certificates are issued 'to holders of first grade certificates who present satisfactory evidence of having had fifteen years' successful experience as teachers, ten years of which shall have been in the public schools of Arizona, and in addition thereto shall pass an examination to be prescribed by the State Board of Education in psychology, pedagogy and school management.'"

Cal.: "High school certificates are issued only by County Boards of Education. To apply to a County Board of Education for a High School Certificate you must present satisfactory evidence of three things, namely: 'First, that you have had eight years of high school and college work with a Bachelor's Degree.' 'Second, that you have had a half year of post-graduate work in an accredited university.' 'Third, that you have had six months of practice teaching in the training school [in certain specific universities] or an accredited Normal School.'"

"Twenty months of elementary or secondary teaching experience may be accepted in lieu of this six months' practice teaching."

"The state Board of Education may also consider the cases of individual candidates who have twenty months of successful elementary or secondary experience as teachers and who have not the exact credentials required above for regular certification."

*Asterisks indicate the states in which holders of Life Certificates issued by the University of Michigan are permitted to teach for one or more years without further examinations. In states not so designated, but which give partial recognition to life certificates, issued by the University of Michigan it is possible and probable that local temporary certificates may be authorized. The data at hand does not make this point clear.

Colo.: "The State Board of Examiners will recommend the granting of diplomas [temporary non-renewable certificates, valid for five years] without examination, to such applicants as fulfill the following conditions:

(a) Graduation from any college or university which maintains a standard four years' course of collegiate work, and requires four standard years of high school work, or its equivalent, for admission, or the possession of a degree taken from such college on the basis of not less than one year of graduate work.

(b) The presentation of credentials which show that the applicant has had professional training in institutions of collegiate grade amounting in all to at least twenty semester hours."

After twenty-four months' successful experience a State Diploma [valid five years and renewable] may be issued. The only "Life Diploma" issued is an honorary diploma.

Conn.: "The law does not permit the State Board of Education to issue certificates except upon public examination."

Del.: "Graduates from pedagogical courses of your university will be given teachers' certificates in this state without examination, on the basis of the statement of work in pedagogy submitted in your statement."

Fla.: "Under the laws of Florida neither the State Superintendent nor County Superintendents are permitted to honor certificates or diplomas from any other states or institutions of learning." Certificates are issued, however, to graduates of state schools in Florida.

Ga.: "A graduate having a Bachelor's Degree from an approved college within this state may obtain a Professional Secondary Certificate [valid for three years and renewable] provided the record shows completion of required courses in Education [i. e., three courses, each "to be the equivalent of three hours per week thru a year]. A graduate having a Bachelor's Degree from an approved college without the state and having the requisite professional training may obtain the Professional Secondary Certificate "by submitting to the proper authorities a satisfactory examination upon the history and geography of the State of Georgia." No "Life Certificates" are issued in Georgia.

Idaho: "Every graduate of any approved college or university of Idaho [who has completed the required work in the Department of Education of said college or university] shall receive a state certificate [valid for eight years] from the State Board of Education."

"The State Board of Education may issue state certificates—to graduates of an A. B. or B. S. course, or of the department of Education, in any college or university in other states [if] approved by the Idaho State Board of Education; provided that all applicants for certificates under this act shall have been actually engaged in teaching within two (2) years of the date of making such application and shall present satisfactory proof of having been successfully engaged in teaching for a period not less than eighteen (18) months, and in addition shall have passed an examination in Idaho School Law, Idaho State Constitution, and Idaho Manual of the Course of Study. State Certificates are valid for eight years but may be extended indefinitely."

"When an applicant shall present proof that he has been successfully engaged in teaching for at least five years, two of which shall have been in the state of Idaho [and meets the other requirements above] he may receive a 'Life Certificate'."

"State High School Certificates [one year, three years, five years, and Life Certificates] are also issued to graduates of standard colleges, having pursued professional subjects and having experience in teaching [for the four types of certificates respectively] of one-half year, one year, two years, and ten years."

Illinois: "The Superintendent of Public Instruction may recognize and honor any state certificate of another state obtained under conditions similar to those of Illinois. The County Superintendent of Schools may recognize and honor any certificate obtained under conditions similar to those in Illinois—except that certificates the equivalent of the third grade elementary and secondary elementary certificates [described in the act] shall not be subject to recognition."

State Certificates granted by the Superintendent of Public Instruction include (among others) "A four-year high-school certificate valid in any high school in the state, for which the requirements shall be: (1) Graduation from a recognized college or university; (2) three years successful teaching, two of which shall have been in

Table II.

State.	1. College graduation alone legally sufficient.	2. Comity with Univer- sity of Michigan likewise granted to others of equal rank.	3. Professional Certifi- cates granted with- out pedagogical training.	4. Life Certificates issued without experience.	5. H. S. teachers' re- quirements different for graduates of out- side colleges and for those within the state.
Ala.	No	No comity	All states so require, or in lieu thereof, several years' successful teaching experience.	No	No
Ark.	No	Yes		No	Yes
Cal.	No	Yes		No	No
Colo.	No	Yes		No	Yes
Conn.	No	No comity		No Life Certif.	No
Del.	Yes	Yes		No	No
Fla.	Yes	No comity		No	Yes
Ga.	No	Yes		No	Yes
Idaho.	No	Yes		No	Yes
Ind.	No	Yes		No	No
Ill.	No	Yes		No	No, at option of county supt.
Kan.	No	Yes		No	No
Ky.	No	No comity		No	No
La.	Yes	Yes		No Life Certif.	No
Mass.	No	Yes		No	No
Md.	No	Yes		No	No
Me.	Yes	Yes		No	No
Mich.	No	Yes		Yes	No
Minn.	No	Yes		No	No
Mont.	No	Yes		No	Yes
Mo.	Yes	Yes		Yes	No
N. Mex.	No	Yes		No	No
N. Y.	Yes	Yes		No	Slightly
N. H.	No	No comity		Yes	No
N. C.	No	Yes		No Life Certif.	No
N. J.	No	Yes		Yes	No
Neb.	No	Yes		No	No
Nev.	No	Yes		No	No
Ohio.	No	Yes		No	No
Okla.	Yes	Yes		No	No
Ore.	Yes	Yes		No	No
Pa.	No	Yes		No	No
R. I.	Yes	Yes		No	No
S. C.	Yes	Yes		No	No
S. D.	Yes	Yes		No	No
Tex.	No	Yes		Yes	No
Utah.	No	Yes		No	No
Va.	Yes	Yes		No	No
Vt.	Yes	Yes		No	No
Wash.	No	Yes		No	No
Wis.	No	Yes		No	No
W. Va.	No	Yes		Yes	No
Wyo.	Yes	Yes		No	No

Reports from Arizona, Iowa, Mississippi, North Dakota, Tennessee were not received.

the state on a first grade, a high school or a supervisory certificate; (3) a successful examination in English, Educational Psychology, and principles and methods of teaching; and (4) the preparation of a thesis on one or more secondary school problems."

"At the time of its expiration upon evidence of successful teaching or supervision any four-year state certificate shall become valid and be endorsed for life."

"At the option of the County Superintendent a high school certificate may be issued without examination to graduates of a recognized normal school, college or university who present certified credits in English, pedagogy and six high school subjects chosen from a list published by the Examining Board and accompanied by the faculty recommendations of ability to teach in the high school."

Indiana: "The law provides that graduates of the Indiana State Normal School shall receive, two years after graduation from the institution, diplomas that entitle them to teach without examination. No other institution in this state grants such diplomas, and graduates of Indiana University who have majored in Education are required to pass an examination in order to secure a Life Certificate. It is further provided that only such certificates as are equivalent to the Indiana Life Certificates may be validated." All inexperienced teachers, however, must pass examinations whatever has been their training.

Iowa: "The requirement for the Iowa First Grade State [College Graduate] Certificate, which is valid for five years, is six semester hours in psychology and fourteen in Education, and two years' successful teaching. A First Grade State Certificate may be validated for life upon proofs of five years' successful teaching, three of which have been during the life of the certificate."

"Holders of College Graduate certificates whose records show less than the twenty hours in pedagogical subjects or less than two years' teaching experience, are issued a preliminary Third Grade State Certificate which is valid for five years for any public school teaching."

Kan.: "We are accustomed to recognize Life Certificates authorized by the state educational department of Michigan [and similar institu-

tions]. In this state the requirements for college graduates are as follows: A total of 120 hours, 12 hours [in Education] in addition to general psychology. The required subjects are: History of Education 3 hours, Education Psychology or Educational Theory 3 hours, School Administration 3 hours, Additional selected from any of the above groups 3 hours."

Ky.: "Under the present law of Kentucky we cannot recognize the diplomas from any institution of learning or certificates from other states."

La.: "All graduates from the University of Michigan are eligible to teach in the public schools of this state without further examination."

Me.: "I am glad to make recognition of the course in Education as outlined in your letter of January 6 as a basis for granting professional certificates in the state of Maine. Our regulations are such that the term of certificate is based on the length of teaching service of the applicant."

Md.: "Life Certificates from the University of Michigan will be endorsed to teach in any of the public schools of the counties of Maryland."

Mass.: "We issue two types of high school certificates: (a) Preliminary; (b) Life. The requirements for the Preliminary Certificate are college graduation and a minimum of professional study. A Life Certificate can be issued only after two continuous years of successful work as a teacher in secondary schools of Massachusetts, and the preparation of a satisfactory thesis—your requirements for a Life Certificate can be accepted on application from a candidate for our preliminary certificate."

"I would add that certificates are required in this state only in state aided high schools which are some fifty high schools in rural districts receiving money directly from the Massachusetts School Fund. No state certificate of any kind is required to teach in the larger towns and cities not receiving money from the school fund."

Mich.: "The laws of this state permit the State Board of Education to endorse state teachers' certificates granted . . . in other states if it be shown to the satisfaction of said board

(Continued on Page 61)

The Consolidated School in North Dakota

N. C. Macdonald, State Inspector of Consolidated, Graded and Rural Schools, Valley City, N. D.

The consolidated school, as the term is understood in North Dakota, is the school that has at least two teachers and serves the children residing in about eighteen sections, or the territory usually served by two one-teacher schools. It is immaterial how it has been formed, whether by petition, election or common consent. The main point is that it shall serve well the general educational needs of a fair-sized community. The chief purpose of this type of school is to provide more thoro work in the grades and better high school privileges for the country youth. This it is now doing. In fact, the consolidated school is the only school that provides educational facilities that are equal to those furnished to city children.

Status and Benefits of Consolidated Schools.

There are now 273 consolidated schools in the state of North Dakota, 48 of the 50 counties enjoying their advantages. Of this number 103 are in the open country, and the remaining 170 are in towns. A year ago 75 open country schools were consolidated and 115 town schools were reorganized on the consolidated plan.

In the experience of North Dakota, the benefits of the consolidated school far out-weigh any disadvantages that may be involved. Briefly, we have found the six major benefits of this type of school to be as follows:

(1) *Better attendance.* A nine months' term with 80 per cent attendance is possible instead of a seven and one-half months' term with 60 per cent attendance as in the average rural school.

(2) *Better teachers.* A normal school graduate is almost universally found teaching a good school in place of an eighth-grade graduate keeping a poor school.

(3) *Better work in grades.* Five times the number of children complete the eighth grade and do work of twice the quality when compared with rural school results.

(4) *Better high school privileges.* Fifteen times the number of country pupils complete the high school and at one-fifteenth the cost to the individual patron when compared with the old rural school system.

(5) *Better organization.* The average consolidated school teacher has three grades and fifteen classes daily; while the one-room school teacher has six grades and thirty classes daily. The consolidated school receives fifteen visits per year from the county supervisor instead of two as in the rural school.

(6) *Better civic-social opportunities.* The consolidated school is a good place for farmers' clubs, literary societies, social events, athletic contests, lectures and art exhibits.

Transportation Difficulties.

The greatest obstacle which the consolidated school must overcome is the problem of the transportation of the pupils. In this problem is involved expense to the taxpayer and hardship to the children. Over one thousand children have been interviewed by me upon this matter, and I have yet to find the first case where any child would sooner go to the rural school than to the consolidated school, even tho in the former instance he had to walk less than one-half mile, while he is compelled to ride as far as six or seven miles to the consolidated school.

By consulting the accompanying map of the state it will be seen that the northern counties lead in the number of consolidated schools, despite the fact that these counties have the lowest winter temperature and the worst blizzards. This in itself would seem to refute the argument of hardship on account of inclement weather.

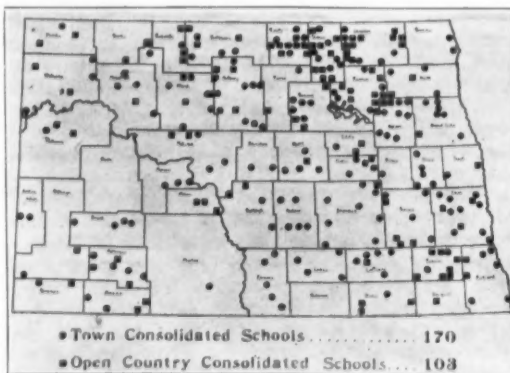
Then, too, these are not the wealthiest counties in the state. In any case it is more humane to expose the horses to bad roads and inclement weather than it is to expose the children.

So far as the cost is concerned, this can be made either high or low. When the private or family system is used, transportation costs \$15.56 per pupil per year. Where the public or "bus" system is used it costs on an average of \$28.05 per pupil per year. In several schools the private system is used as it seems to give, in these particular instances, the greatest satisfaction. In some, a combination of the two systems is used with much success, tho many prefer the public or "bus" system.

The Cost of Consolidation.

The cheapest country school, when everything is considered, is the consolidated school. The statistics of the North Dakota schools show that the consolidated school costs 32 cents per pupil, per day attended, and the rural school costs 35 cents. In the majority of cases the consolidated school provides high-school privileges, which the rural school does not. A consolidated school employing three teachers, including a well qualified principal, where the private system of transportation is used, is operated for about four mills or \$3.20 more, in taxes per quarter than it would take to operate four one-room schools running separately. When two teachers are employed, the consolidated school is operated for even less money. If the public system of transportation is used these figures must be nearly doubled. It must, however, be remembered that far better school work in the grades, and high-school privileges which the one-room school does not furnish, are provided in this consolidated school. When the farmer sends his boy to the city school it costs about \$150 yearly more than if the boy were kept at home. This, for many farmers, is a prohibitive tax. Besides the boy is not at home where he should be in these perilous years of his adolescence. In the consolidated school the better graded-school and high-school privileges can be furnished for about one-fifteenth the cost to the individual patron and one-third the cost to the community, and the boy is at home.

Then besides, the consolidated school makes the non-resident land holder, the corporation, and the taxpayer without a family contribute their share toward the development and perpetuity of the state. This is only just and fair; for the child is educated primarily for the welfare of the state.



THE CONSOLIDATED SCHOOL MAP OF NORTH DAKOTA.

This map shows among other things that the greatest development of consolidated schools is in the northern counties, despite the fact that these are not the wealthiest and that they do not have the most favorable weather. At the present writing, Cavalier and Towner counties tie for first place with sixteen each. Ramsey is second with fourteen, and McHenry is third with thirteen schools. There has been an increase of 131 within the past two years, which is a greater increase than the total increase for the twenty years preceding.

How It Is Promoted.

The chief agency in promoting the organization of the consolidated school in the state is the state aid grant. Other important factors which are brought to bear are the co-operation of the press and the moral support of public-spirited persons in and out of the school field. For elementary schools the maximum state aid for each school ranges from \$500 to \$600 per year, and for high schools this aid for each consolidated school ranges from \$300 to \$800 per year. However, on account of the great increase in the number of these schools and the limited appropriations, the schools do not get the maximum amount.

In connection with the state aid grant it is made the special duty of the state inspector of consolidated, graded and rural schools to aid and promote the consolidation of rural schools. To further that end a vigorous campaign of investigation and publicity regarding rural school conditions and the necessity for the organization of the consolidated school has been carried on. In connection with this campaign, numerous meetings of school patrons and taxpayers have been held this year thru the co-operation of county superintendents and local school officials. During the past two years some 140 addresses have been made, and over 15,000 pieces of literature have been distributed, by the state department of public instruction.

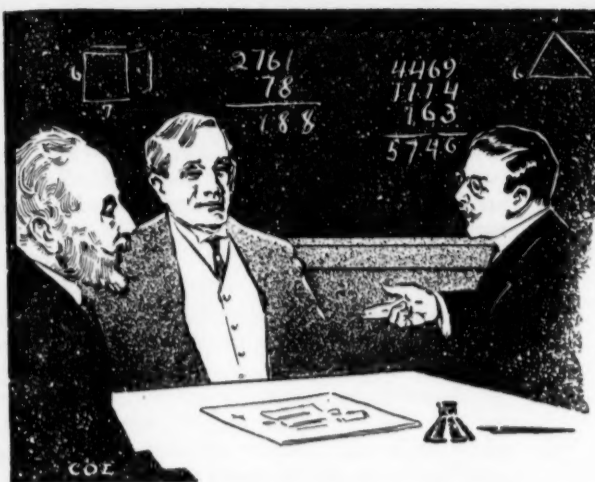
The state institutions, particularly the State Agricultural College and the State University, have done much by furnishing speakers and printed material. The power of the press has been recognized. Newspapers and magazines in the state, from time to time, have given much space to articles dealing with the necessity and benefits of consolidation. Whenever a consolidated school has been voted or dedicated or when it has been inspected and classified, public notice and approval have been generally given by the local and state papers. The result in many cases has been that Dougal McDougal who lives in some distant district comes to the conclusion that if Ole Olson can have such a fine school for his boy, then he can have one for his boy, too; and Carl Fritz in some other district comes to a similar conclusion.

Contributing Agencies.

There have been other very important contributing agencies; not the least have been the untiring efforts and courageous leadership of the friends of better rural schools. It is contended by all responsible for the promotion of the consolidated school, that there is no such thing as urging the organization of this type of school too strongly or striving too strenuously to further its growth. It is felt to be the duty of the public officials to do their utmost, for in so doing, thousands of boys and girls will be provided with adequate school privileges that would otherwise have been neglected.

The teacher who is on the ground is the one who can do much to develop and guide the sentiment in favor of the consolidated school, by talking with the individual taxpayers and patrons, and with children in and out of school hours. Then the county superintendent must assist in several different ways. All the available literature possible must be secured by the teacher and superintendent, for the people of the community. The county superintendent is the one, however, who generally directs promotion campaigns on a large scale within the county, with such assistance as the state furnishes.

(Concluded on Page 66)



The First Day's Adventures of a School Board Secretary

Melvin Rice, Memphis, Tennessee

The Clerk's Relation to the Board of Control.

From the standpoint of administrative efficiency, some of the most valuable and interesting experiences I probably shall ever have in school-board affairs, happened during the first meeting of the board of education at which I officiated as secretary. I was the "new clerk."

My predecessor, who was about to enter the study of law, was kind enough to make me acquainted with the general affairs of the office before his departure, and I was quite familiar with the kinds of accounts kept, the voucher and general correspondence files, and had a general idea of the business which I would be called upon to present to the meeting; and I was put "next" to some things that I might expect to be "sprung" on me at any moment. I was further advised that the office of school director was, in an extreme sense, a dignified office, and that my demeanor should be governed accordingly, particularly when I had suggestions to make that would in any way affect the operation of the schools.

After a few months' study and observation of school organization and methods, I did have some "suggestions" to make; but, let me add, I likewise found that there was some relevancy in my predecessor's admonition with respect to "official dignity."

I Worked, and I Prayed.

One of the first things I learned upon assuming office as clerk, was that I would be required to attend all meetings of the board and act as Secretary, and in many other respects attend to those constituted duties, from which the regular official, a number of years before, had been exempted. I did not mind that, because I could plainly see that the performance of such duties would involve me in experiences that would add to my proficiency, and eventually make it possible for me to pray for a larger salary with some reasonable expectation of having my prayer answered. I worked, and I prayed; but when I got the increase in salary, I got it thru a campaign of warfare that would make Kaiser William green with envy. It came just like everything else I ever got, thru the hardest kind of work; and I sometimes believe, chiefly because I could do some things better than others could do them. That was possibly so in some cases. But what do I care!

Things went along fairly well during the meeting for some time, tho the general trend of the proceedings came a little awkward to me at first, for I was very "rusty" in shorthand, and my previous experience as a newspaper reporter had gotten me in the habit of looking only for "features," which procedure I soon learned was to be reversed, and that it was the small things and irksome details that go to make up the official records of school authorities. I found that accuracy was an important factor in school affairs.

Business Matters Went First to the Board.

Seemingly every one presumed that no business could be transacted with the schools unless

it was presented to the board of education in open meeting, and preferably in person. By this method, the administrative officers were not advised in matters that often closely affected the proper functions of their offices; and the fact that preliminary and ministerial phases of ordinary business matters must be "worked out" by the board, tended to blindfold the administration and drive it backward. This made efficiency impossible. Furthermore, it meant the waste of time and money, and the retardation of educational results by making it impossible for administrative officers to dispatch school business.

When called upon, I read some communications, which were either ordered filed, or referred to some person or committee for "investigation."

A widow lady made her appeal for permission to sell soup at one of the grade schools. This was not granted because janitors already had that privilege—and made money out of it. A janitor presented himself and asked for more wages, claiming that the late social center movement had involved him in extra work two nights each month. No investigation had been made, but he got the increase asked for—\$20 per month. The superintendent was granted leave to attend a meeting of the National Education Association at the expense of the schools. These requests are granted the country over without reference to returns made to the school systems.

I got the official action on these matters down in good shape. I also managed to get in shorthand a resolution expressing the "sincere regret of this board in having lost the valuable services, etc.", of a pretty "second year" aid teacher, who, at the age of seventeen, had decided to retire from the profession and take upon herself the duties of mistress in her own household, by marrying in the fall at the opening of school, when she really had intended to wait until spring. She had received her salary during the summer months.

Bids were opened on the new school building, but were not acted upon because it had been discovered that the money in the building fund was exhausted, and must be replenished by a new bond issue. A soap agent wanted to furnish the schools with his "Bright Eye" cleansing soap, upon the statement that, by the pound, it would weigh more than any other soap on the market, and that in its use the services of janitors, possibly might be dispensed with, thereby effecting a great saving to the schools.

A member recommended that better results could be had in the whipping of children by using a leather strap instead of the rattan, which had been in vogue for a number of years. The "whipping strap" was added to the list of school supplies.

Board Goes Into Judicial Session.

Then, I remember, there was the case of a negro teacher, who had been summoned before the board to stand trial upon charges of non-support preferred against him by his wife. This was the feature of the evening; for colored

people, as a rule, enjoy a law suit, and the litigants in this case were well within the rule. A large number of voluntary witnesses were on hand, and no limit was placed on the relevancy and competency of testimony. It was a trial of strained domestic relations amongst the "high brows" in the colored set. It was a big event to them. Immaterial and extraneous circumstances were developed in detail, without regard to the main issue, if, indeed, there was a "main issue." All the facts were before the court; there could be no doubt about that. Furthermore, the deliberations had consumed the greater part of the evening, and it was nearly eleven o'clock before the lawyer member, who had purposely remained quiet, offered a resolution referring the "whole matter" to the Circuit court for adjudication. The chairman suggested that such a procedure would be a great relief to him, but he really thought that the matter should be referred to the War Department.

No Constructive Matters Were Considered.

"Hearing of Patrons and Citizens," was the next order of business. Meetings were held bi-monthly at night beginning at eight o'clock. It was customary to consume the entire early part of the evening in the discussion of such matters as patrons might bring up, leaving the remainder of the night "open" for the transaction of the board's serious business, such as the discussion of professional problems with the superintendent, rehearsing the merits of late editions of textbooks, electing teachers, considering architect's plans for school buildings, and the transaction of routine business. Needless to say that at the end, everyone was tired, and no motion for adjournment was necessary; it was usually a mad dash for the last car home.

Chiefly irrelevant matters had been considered at this meeting, and nothing was disposed of in such a manner as to materially strengthen the administration. The soap man should not have been granted a hearing at that time, or at any other time except upon the recommendation of an administrative officer or proper committee. This would apply to many other matters that were injected into the meeting.

Bubbling Fountains and Social Centers.

A member stated that new down pipes were needed at the Forest School; this reminded another member of a complaint that had been made to him by a Mrs. Gasser, president of the Elkhorn school parent-teachers' club, concerning the lack of social center facilities at that school. This brought out numerous deficiencies at this school that had been reported by the same Mrs. Gasser to other members of the board.

There were, in fact, so many "immediate demands" of the Club, and so many things lacking about the school, that it would have been little surprise had the board voted to close the school on account of its utter inability to serve, to the satisfaction of the Club, any of the material needs of the children. Too much time was taken up in study, and teachers required too many

lessons to be prepared at home, a condition which mothers of affairs could no longer tolerate.

The discussion was interrupted by the aforesaid member stating that he had "almost overlooked" a little matter, and moved that "bubbling" fountains be installed at once in the boys' high school. This was duly seconded and carried, but the "down pipes" were entirely forgotten. Social centers were left standing.

Specialists Were Not Needed.

In a system like this a man trained in engineering, whose opinions were based upon experience, or specialists in any line were looked upon as freaks of some sort. This board had the constitutional right to see things and to do things for itself; I say it had that right, and with it came the further right to exercise it. To have permitted others to do things, or to have relied in the smallest particular upon the organized thinking of others would have been an acknowledgment of its weakness, a thought that might as well perish instant.

The custom was, that when a teacher or janitor wanted anything, a personal visit was made to the favorite board member. The matter would next come to light in board meeting, and possibly be acted upon without question as to why or wherefore. Many of these requests, tho innocent looking in their presentation by individual members, often had in them the elements of disorganization when viewed in the light of an impartial administration, for it meant the granting of special privileges and the upsetting of established rules.

Art Gum at the Eleventh Hour.

There were numerous other matters brought up at this meeting, but nothing, according to my sense of news, that would be of interest to the public, and no newspaper would care to publish such happenings outside of its advertising columns.

It was nearly midnight. Supplies for the industrial work in the grades were yet to be purchased. A number of proposals were waiting to be called for, which I presented when the proper signal was given.

The first item for consideration was Art Gum, a commodity with which I was not in the least familiar, which I found was the case with others higher in authority.

"What is that stuff?" queried the chairman.

"Oh," said a member of the building committee, "It's to take the place of chewing gum in school." Everybody laughed, but when I joined them, the chairman came down hard with his gavel on the table. Acting secretaries should not laugh in court.

The list came alphabetically; amongst many items I read binders' linen, decorative squares, raffia, tar board and finally wax crayons. The prices of a dozen bidders were scaled according to their own weights and measurements. The board knew nothing of such things.

"What did we pay for these supplies last year?" was asked.

"Where did we buy them?" another sought to know.

The chairman called on me. I could not tell him, for in the office no purchase records had been kept. Had we known the seller last year, the information as to cost might have been obtained from the voucher files.

"Well," said the chairman, "the secretary will get this information, and I'll call another meeting for the middle of next week. Let the board stand adjourned."

Supplies that should have been on hand at the beginning of the September term were delivered in January following. A board that insisted upon attending to administrative details crippled the work of instruction during a whole term of school, thus wasting the time of the pupils, hindering the efficiency of teachers and



MRS. IDA M. HANES,
President of the Board of Education, Springfield, Ill.

The first woman to hold the honor of being the president of a city board of education in the State of Illinois is Mrs. Ida M. Hanes, of Springfield, Ill.

Mrs. Hanes is one of those rare women who bears with ease the double burden of holding an important public office, and of conducting a large household. As a mother of six healthy children, she became interested, some years ago, in the problems of education and began to study the local school situation. Her intimate knowledge of affairs led to her selection as chairman of the education committee of the Springfield Mothers' Club. In 1911 her constructive activities led to her selection as the women's candidate for membership on the board, and she was elected by a large vote. The election was for the short term, and in 1912 she was re-elected for the full term of three years. Since then she has served on the building and textbook committees, and on the high school committee, and has become recognized as a most valuable, progressive member. In recognition of her services, she was elected as president of the board at the last annual reorganization.

disorganizing the general scheme of professional supervision.

My First Meeting Was Full of Ideas.

Out of the first meeting came to me many ideas. Chief among them was the installation of a system for handling purchases and contracts made by the board which involved an expenditure of money above \$50.00. Inconsequential purchases are recorded in another manner.

By this system, I can, in most cases, report to any one within thirty seconds, the exact cost of any item purchased during the past five years, and produce the original contract, comparative quotations, and such other pertinent memoranda as may have been submitted at the time the contract was made.

In compiling my "Purchase Records," I found contracts and indemnity bonds amounting to nearly a half million dollars scattered about in various places. Some of the documents had been stored away in the board's vaults; some in pigeon holes in office desks; some were in the hands of individuals, and others had been lost. No systematic record, beyond that shown on the minutes, had been kept. No record of quotations and costs had been attempted.

The leakage of time and the hindrance to administrative efficiency resulting from the lack of systematic methods are too apparent to need further comment.

Administrative methods in this school system had been running for about thirty years without material change in any of its departments. For the most part the same kind of superintendents had been in office, and during the entire period

no change had been made in administrative heads on the business side. School boards had come and school boards had gone, but the same old system went merrily on.

Thirty years ago there were 4,000 children enrolled in the schools of the city. Twenty members constituted the board of education, two from each of the ten wards of the city. Ward politicians, or men who anticipated something better "later on," were usually elected to sit on this board, as the operation of the school system was at that time thought to be about the character of work that should be entrusted to politicians, who would be willing to serve in the "smaller" offices while "popularizing" themselves with the "better" element of the community. It might be said, perhaps with some truth, that the office of school "visitor," as the board members were then called, was not so much a matter of competency as it was a testimonial to the incumbent's unfitness for higher political position.

Annual Deficits Were the Proper Thing.

Because the system was small, and everybody knew each other, or were related in blood, no scientific standards were sought to be established, and such matters as scientific school building, school accounting, or purchasing had never been seriously considered, or thought to be necessary. The secretary bought the bulk of school supplies at current retail prices from merchants with whom he liked best to deal. No real economies were practiced. The general expenditures of the system were limited only by the ability to levy taxes and collect them, and these being overreached from year to year made annual deficits as much looked for in the school system as rain fall in the Mississippi bottoms in winter. Should by accident the year's revenues about equal the expenditures, something radically wrong was looked for within the system, and immediately there began to develop school "activities" that would insure the usual deficit for the coming year.

In the early days of the schools in this particular city, school board presidents had sometimes permitted themselves to be elected superintendents of instruction by the bodies over which they had presided. There was a period of 26 years when but two superintendents were in office, but this was when mutual relationships and harmony existed with respect to educational ideals, which were secondary to personal relationships.

In the year 1883 the membership of the board was reduced from twenty to five members, which, to some extent, eliminated factional and sectional political influences within the board, which since that time has been selected from the city at large.

In 1892, a beloved Southern gentleman, who had been a general in the Confederate army, was made school superintendent, which position he retained until his election to the Congress of the United States, fourteen years later. The day that this old soldier left the schools of the good city of which I speak, he left troubles and problems in public education that were to be augmented by the greater troubles of school-board politics. Incredible tho it may seem, a system of factional wrangling, egotistic assertiveness and perpetual brow-beating of successive professional heads reigned. Down to January, 1914, the political score stood: In the seven years since the old soldier left there had been elected five superintendents; and five superintendents had been fired.

Fortunately for the city this system did not last, for in January, 1914, there came a new era in school affairs, thru the induction into office of five new board members, whose ideas and policies with regard to educational affairs

(Continued on Page 65)

FIRE PREVENTION RULES

The Example of New York City

The old adage about "an ounce of prevention" as applied to the safeguarding of schoolhouses against fire has been impressed upon American school authorities by two horrible catastrophes. Readers will remember the measures taken by city and state authorities after the Iroquois Theater fire, in Chicago, in which a large number of teachers and children lost their lives. The burning of the school at Collinwood, Ohio, in which 168 children died, brought the lesson of fire hazard still closer home and caused a nationwide awakening to the dangerous conditions in practically every city and village. The voluntary action of school boards was, in many communities, prompt and decisive.

The lesson, however, wore off in effect in a short time. Reliable statistics indicate that at present the annual loss of school property due to fires, still amounts to \$4,000,000, practically all of which would be obviated if all new schools were built of fireproof materials and all old buildings were safeguarded at vulnerable points and were managed with the fire danger constantly in mind. The two chief barriers to progress seem to be a general indifference on the part of school boards and an apparent lack of funds. The situation could be readily remedied if there were in every state, a schoolhouse code and in every large city, a local ordinance.

The First New York Code.

In this direction New York City has set an example that is worth noting.

The first code of rules enforced in any school system of the United States for fire prevention, was drawn up in 1909 by the school board of New York City. The rules were designed primarily, to fix a standard for improving the older school buildings, and were the result of an intimate study of fire dangers and of economical methods of obviating the same, by Mr. C. B. J. Snyder, Architect of the Board of Education.

New York City has a total of 670 school buildings, of which 216 are in "Class AA," representing the highest type of standard fireproof construction. There are also 55 schoolhouses which are wholly fireproof, but which are located on the same plot with a non-fireproof school, and eight buildings in which the first story is fireproof. The city owns 247 old schoolhouses of the ordinary type of construction, that is, brick walls and wood floor beams. Finally there is a group of 144 structures which are frame, or at least largely wood, consisting of one-room portable buildings or small permanent schools in the sparsely populated outlying districts.

The rules adopted in 1909 were intended, first, to fix a minimum standard of construction and

equipment for all new buildings. This, as will be seen, makes the "Class AA" buildings practically compulsory for the future.

A second purpose was to fix a standard of safety to which all old buildings must be brought. During the five years since this policy was accepted by the board, more than \$2,000,000 have been spent in a systematic campaign of improvement for fire protection. While much still remains to be done in the city, practically every serious condition has been corrected, so that today, every individual school building is absolutely safe for occupation. The work which has been done in the older buildings includes the relocation and the rebuilding of all wooden stairways, the overhauling of heating and ventilating systems, the rearrangement of exits and the hanging of all doors to swing outward, the substitution of fireproof material in dangerous windows, doors, etc., the universal application of fire exit latches, the use of fireproof furniture wherever possible, etc., etc.

The Revised Rules.

During the past spring the rules were entirely revised by Mr. Snyder in co-operation with Mr. Robert Adamson, Fire Commissioner of the City of New York. The rules in their present form are designed not only for the school department, but also form the basis of inspection for the members of the fire department and for the educational heads of the city schools.

The rules as adopted in June last and as promulgated during the past month by the building committee read as follows:

1. (a) Each building shall have a sufficient number of fireproof stairways and of exits to permit of its occupants vacating the same in not more than three minutes in non-fireproof and not to exceed three and one-half minutes in fireproof structures.

(b) In every case where practicable the floor areas shall be divided by approved fireproof partitions, all openings in which shall be protected by self-closing fireproof doors, and, where such provision is made, the pupils occupying each side of said partition shall be separately drilled.

2. Means of signaling shall be provided:

(a) City fire-alarm signal box.

(b) Gongs of mechanical, electro-mechanical or electric construction, by means of which the principal may direct rapid dismissal.

(c) Signal stations placed at various parts of the building, by means of which the need for rapid dismissal may be communicated to the principal's office.

(d) Classroom bell system. The extent of the bell and gong equipment to be regulated by the size and extent of the building.

(e) A means of transmitting signals for dismissal, for use in the event of signal bells or gongs being out of order.

(f) The signals used for dismissal shall be uniform in all schools throughout the city.

(g) Cards bearing rapid-dismissal instructions shall be posted near the exit doors of all rooms used by pupils for study or instruction.

(h) In the event of its being necessary to send in an alarm of fire by means of the fire-alarm telegraph box in the school building, it shall be the duty of the janitor, at the instant when the building has been vacated by pupils and teachers, to at once send in an alarm from the nearest street fire-alarm box.

Exit Provisions.

3. Every building shall have at least two exits, remote from each other.

4. All inside wood stairs to be replaced with those of fireproof material, exception being made in the case of small frame schools in outlying sections, where other ample means of exit are provided.

5. All stairways of all buildings shall be enclosed on each floor with fire and smokeproof partitions and doors. All such doors to be self-closing.

6. All stairways to be not less than three feet wide, and not more than six feet wide without an intermediate handrail. (*The three-foot width of stairways applies only to those now in position and not to such as may hereafter be constructed, which must be not less than 44 inches wide. The standard width of four feet is to be adhered to if possible.*)

7. Stairway terminals shall be free and clear of any and all obstructions that would interfere with or retard the flow of traffic in any manner.

8. All stairways, landings and passageways leading thereto shall be kept free from all loose furniture or anything that blocks or narrows the exits.

9. All doors opening on stairways should open on platform equal to width of the door.

10. Outside fireproof stairways shall be provided in buildings where present stairways are insufficient or inaccessible and it is found to be impracticable to build an inside fireproof stairway.

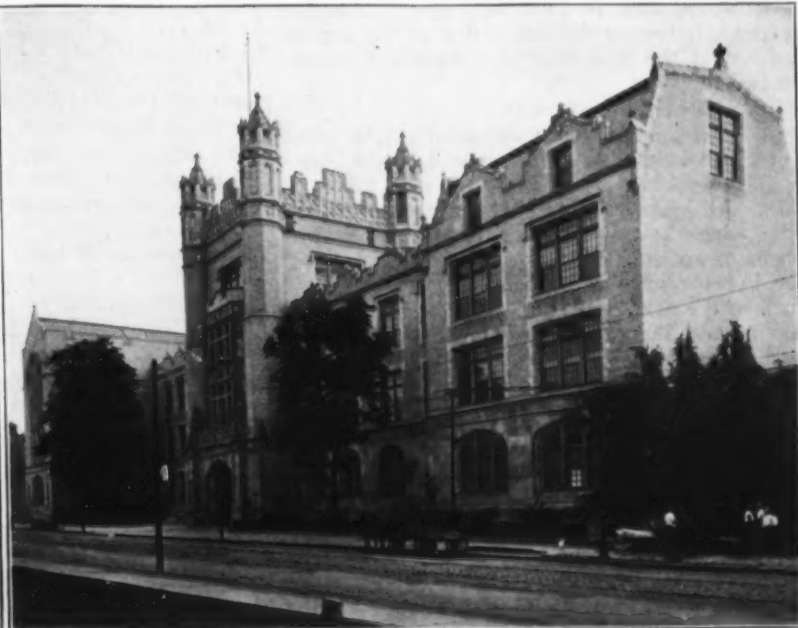
11. All terminals of outside stairways to be to the street where possible; otherwise, if to yard or court, there shall be provided proper fireproof exit to street without crowding any exit used for other stairways.

Fire Escape Doors.

12. Half doors and windows at openings leading to fire-escapes shall be replaced with



PUBLIC SCHOOL 167, BOROUGH OF BROOKLYN.



ERASMUS HALL HIGH SCHOOL, BROOKLYN.

Types of "Class AA" Fireproof Schools, Designed by and Erected under the Supervision of Mr. C. B. J. Snyder, Superintendent of Buildings.



PUBLIC SCHOOL 58, BOROUGH OF QUEENS, NEW YORK CITY.



GIRLS' HIGH SCHOOL, BOROUGH OF BROOKLYN, NEW YORK CITY.

Types of Fireproof Additions to Old Schoolhouses, Designed and Erected under the Supervision of Mr. C. B. J. Snyder. It will be noted that while the new parts of these buildings harmonize architecturally with the old, they are greatly improved in lighting, etc. In each case, it is planned to tear down the original building as it becomes worn out, and to replace it by a fireproof structure identical in design with the present addition.

doors of at least 6' 6" in height. (*This refers to conditions at present existing in some of the older school buildings. The form of exit and fire-escape are both undesirable and shall not be hereafter embodied in any work.*)

13. All clothes closets on half-story levels, opening on line of stairway, should be discontinued, unless there is a separate stairway leading thereto.

14. All ladders leading to roofs shall be of the double-rung type, constructed of iron and braced in a firm and substantial manner. This includes all ladders leading to attics and those to a scuttle or bulkhead.

15. Platforms shall be built in unfloored attics, at location of scuttle ladders, and protected with 2 x 3 inch guard-rail.

16. The stairs and connecting passageways leading from cellar to first story or to playroom on or about the same level as the boiler-rooms shall be enclosed in fireproof partitions, at either end of which there shall be fitted a fireproof door, one of which shall be hung on spring hinges or operated with an automatic spring, the other to be a standard automatic fire-door, which, when open, shall be protected by a substantial steel enclosure.

The Hanging of Doors.

17. (a) All classroom doors to open into the rooms.

(b) All stair doors above first floor or basement where exit is had shall open into the stairway, following the line of flow of the pupils and out at the first floor or basement towards the exits.

(c) All exits to open out.

(d) All gates to open out clear, to be provided with locks, and kept open and locked back during school hours.

18. All boiler-rooms shall have two means of exit; where below ground level, one to be by means of an iron ladder to an areaway or similar, in accordance with the Building Code.

19. All cloak and coat rooms now in halls or passageways shall be removed or rearranged to open on interior of classrooms.

20. No clothing shall be hung in the open hall or on a stairway; hooks in halls shall be taken down and provision made elsewhere for hanging clothing.

21. All doors of classrooms shall be kept entirely clear of encroaching furniture. There should be a clear space at each door and all seats that interfere therewith shall be removed. Loose furniture shall be removed from all aisles and passageways, which must be kept clear at all times.

22. Loose sheets of paper shall not be hung on or about classroom doors.

23. Movable chairs must not be used in auditoriums to which the general public is admitted for lectures, etc.

24. Wood doors along the line of exit stairways shall be replaced with doors of fireproof material, provided with self-closing devices.

25. Hooks, where used to hold stairway doors open, shall be replaced with automatic catches or holding devices.

26. All locks and bolts, wherever used on exit doors, shall be operated at least once each week and kept oiled and ready for immediate use at all times.

Exit Signs.

27. Exit signs shall be provided, as herein-after indicated, the letters and figures on which shall be not less than four inches high. All movable signs shall be of substantial material.

28. All doors from assembly rooms and doors from hallways shall be designated by exit signs, numbered on all floors alike, as, for instance, a stairway shall be numbered the same on all floors. After all stairways have been thus numbered, the succeeding numbers may be used for any other exits.

29. In all buildings used as night schools and in all school buildings wherein lectures, etc., are given after school hours or after sunset to the general public, lights with red globes shall be provided over all exit doors and stairways, and outside fire-escapes shall be properly illuminated at night. (*This provision for illumination of outside fire-escapes refers to conditions in some of the older buildings. It is required, however, that all of the stairways, both inside and outside, together with the exits of a building used for evening school, shall be illuminated while the school is in session.*)

30. Exit signs shall be placed at all doors leading to street from first floor.

31. Where entrances to stairways thru halls or other exits do not permit of exit signs being readily seen, additional sign or signs should be placed and, if necessary, arranged to project from side wall.

32. Doors leading to exit stairways from roofs used for recreation purposes should be provided with regulation exit signs.

33. Half-story rooms, with door openings on line of stairways leading to exits, should have distinguishing mark to prevent such doors being mistaken for exit doors.

34. In schools where lectures or other entertainments are provided for the general public, the exit doors must not be locked at any time while such audience is within the building.

Storage of Materials and Rubbish.

35. (a) Attics and open cellars shall not be used for the storage of furniture, books, lumber, etc.

(b) Special provision of a fireproof storage room in cellar or basement shall be made therefor.

36. Pupils' individual desks, wherein pockets (or other receptacles) are provided for books, must be cleared out and kept clean of all unnecessary accumulations of paper, rags, etc.

37. Students' benches and the floors about the same in carpentry classrooms shall be kept clear of all accumulations of sawdust, shavings and litter of all kinds.

38. All closets under stairs shall be removed wherever possible. Those that cannot be removed shall be vacated and kept securely closed against use.

39. (a) Janitor's storerooms, in which supplies such as oil, waste or paint are kept, shall be of metal or other fireproof material, with self-closing doors.

(b) All doors, windows and transoms in storerooms shall be of fire-resisting material.

40. Enclosure of fire-resisting material, with proper vents and self-closing door, shall be provided for storage of oils, etc.

41. Enclosures of fire-resisting material must be provided for storage of sawdust and raffia.

42. A metal box or can, with self-closing top, must be provided, in which new cotton waste shall be kept.

43. Metal receptacles, with automatic-closing covers, shall be provided for all playrooms and lunch-rooms, to receive waste paper and refuse. Each shall be of about the size of the standard ashcan, one can for boys' and one for girls' playroom, for all schools of one thousand or less, and an additional can for every additional five hundred pupils.

44. Fireproof closets, with self-closing doors, shall be provided for storage of paints, oils, etc., in carpentry and other classes where used. These closets must be placed away from exit doors.

Fuel Containers.

45. Unprotected wood enclosures shall not be maintained about boilers, machinery, pumps, coalbins, etc.

46. All brick-enclosed coalbins shall be constructed so as to have an outlet at each end to the outer air, consisting of an eight-inch pipe, so that air may circulate thru same.

47. All wood chutes or shafts to be made fireproof.

48. All light shafts shall be constructed of fire-resisting material thruout, or closed up if conditions warrant.

49. All paper chutes shall have iron bars placed across the opening on each floor to prevent persons falling down if door is left open. Doors to have automatic-closing spring attachment.

(Continued on Page 60)

The Board of Education and the High School Inspector

A Sketch

P. E. McClenahan, Iowa State Department of Public Instruction

The Board of Education in Kisor was holding its first monthly session after the opening of school. Many educational problems had been discussed, and, deferred until another meeting. In fact, the Board of Education was not quite sure what policy to pursue. Three of the members had just been elected and were now serving their first term. This year the superintendent and half the corps of teachers were new.

The whole situation was a complicated one. The previous year had been an unfortunate one for the Kisor schools. The principal of the high school had been sick much of the time and a supply teacher had tried to do the work. As a result the discipline was poor, the scholarship mediocre, and the whole organization had suffered.

This situation had taken much of the superintendent's time from the grades, one or two teachers had failed to cover the required amount of work, more students than usual had failed to make their grades, and parents had become very critical. Stories about the "poor school" had been persistently circulated. The superintendent had come in for more than his share of the criticism and finally there was a demand for a change. This demand resulted in the election of three new members of the Board of Education, who were pledged to get a new superintendent. This, they had done; but they were inexperienced, and while they had selected a young man of good personal appearance, they were not quite sure that they could follow his educational advice, and not bring more criticism upon themselves than had been heaped upon the board in the past.

The new superintendent came to the present meeting, laid out a very comprehensive, detailed plan for the next years' work, but it had been debated and nothing done. Then he left. He wanted them to consider the plan in their own way, not that he had any idea of abandoning his stand, but he wanted them to have perfect freedom in the discussion.

"That fellow has a big program for a young man," said Clark, the new president of the board.

"It 'pears to me he's got most too many new ideas for our school," said Mr. Carr, a new member of the board.

"Well, ain't that what the 'dear people' want?" said Mr. Johnson. "They just voted to turn out Superintendent Bryce who has been here for eight years. He took our schools when they were run down at the heels and he built them up. He was steady and reliable, but the people turned him out. They want some new fangled ideas and here we are with this young 'dude' on our hands. I'm in favor of giving the people what they want." He leaned back in his chair with his chin high in the air and puffed hard at his cigar. He had gotten some of the bile out of his system.

"These changes may be all right, but I am a little dubious," said Mr. Sampson, who was in harmony with Johnson.

"I'll tell you what," said Carr, who had been listening in silence, "let's call the inspector and see what he says of the plans."

"The inspector?" said Peters, scornfully; "I reckon you don't understand the problem. What do we want with an inspector? Our plumbing is all right, the plumber has just been over it all."

"I guess it's you that don't understand about this inspecting business. The inspector is an

expert on education. He is the fellow that comes and goes over the school work and then tells us where our school stands. He is an expert sent out by the state."

"An expert, is it? That's different. An expert to regulate our schools. What can a fellow who lives at the university know about our schools and how they ought to be run?" Peters leaned back with an answer-me-if-you-can smile upon his face.

"Well, I don't know exactly; but they had him at Lester and Bill Skaggs told me he was a lot of help. It don't cost anything to get him," Carr answered.

After more discussion the secretary was instructed to invite the inspector to Kisor to report upon the schools. The board of education was very much disappointed a few days later to receive a letter saying the inspector had many dates ahead and could not tell exactly when he would arrive at Kisor.

One day Harold, the son of President Clark, came home all excited. "Daddy, there was a fellow at our school today. He came to our room. My, but teacher was shaky. I guess he was a pros-prospecter; well, he was something, anyway," he added quickly.

"Was he the inspector?" asked Mr. Carr.

"That's it, daddy."

"Did he bite any one?"

"I guess not," said Harold solemnly.

"Did you kids all behave?" asked the father with a grin.

"You bet, everybody was scared but Bill Perkins. Bill ain't afraid of nothing."

"Did the man like your room?"

"I reckon he liked the teacher 'cause he talked to her an awful lot. He kept asking her questions and then he asked more questions. Then he looked at our grades and asked some more questions. That fellow looked at about everything; he looked at the window curtains, then at some dirt on the floor; then he looked at our desks to see if they were clean."

"He must be quite a fellow," Mr. Carr encouraged the boy to talk.

"Yep. But say, he looked mad when he saw our rusty tin cups and the bucket of water in the hall. He never said a word but he shook his head just like Professor Bryce used to before he 'lambled' some kid. Say, he was like lemon juice, his face was twisted awful."



MR. P. E. McCLENAHAN,
Des Moines, Ia.

Thus, Mr. Clark got his first inkling that the school was being inspected. Later in the day he received a telephone message from the superintendent asking for a board meeting, as the inspector was in town.

When the board members arrived "after supper," Professor Cline was introduced to each in turn. They chatted freely for some time.

"I thought we were to have the inspector here," Mr. Foster interrupted the conversation.

"Certainly, Prof. Cline is the man," said Mr. Clark.

"What? Not you? Well I swow. I thought we would have some old fellow with long hair and a white beard. Is this some joke or are you really it?"

"I am 'it,'" responded Professor Cline, with a cheery laugh. "I am sorry to disappoint you, or destroy your ideals."

"Not a bit of it! Not a bit! I reckon I am glad, but I just thought—however," he finished inaudibly.

"I think if you are all agreed we might just as well hear the professor's report," said the president. "There seems to be no objections, so if you are ready fire away."

"I have had a most delightful day in visiting your schools," began the professor. "You have many things on which you are to be complimented. You have an excellent building, well lighted, heated, and ventilated. It is located in an ideal spot, with plenty of shade and a good sized playground."

"Good! Fine! That's just what I've been telling the fellows; our school is all right," said Johnson.

"But your excellent ground is poorly kept. In order to save a little janitor service, you have allowed much of the place to grow up in weeds and all your children are cramped on account of this," continued the inspector.

"Just my idea," exclaimed Carr.

"You have city water at the edge of the school grounds, and yet you are using buckets and common cups. By this you menace the health of all your children, if you do not endanger their lives. You need city connection and a sanitary drinking fountain."

"I make a motion we put in city water and a sanitary fountain, just as the professor recommended," came from Carr.

"Second the motion." And before any one could reply it was passed.

"You still have outside toilets, which are unsanitary and dangerous to health. With the water in your building you can easily have sanitary toilets." He paused for breath.

"I make a motion that we include toilets in the other motion and consider them ordered," said Carr.

"Aye! Aye!" was given by each director, with vigorous accents, as the question was put.

"The janitor service as a whole is very satisfactory, but I notice that the blackboards in many rooms have not been washed recently or the dusters cleaned. This dust easily flies about the room and gets into the eyes and is breathed into the lungs of the children. It is not a good thing." Inspector Cline glanced about to see the effect of his remarks.

"I'll prod the janitor up," said the secretary; "I have a kid in there, we can't take any chances on health." He resumed his writing.

"You can't have a good school without good teachers. The teacher is the most important factor and I am glad to say you have a fine lot

of them. They have been selected with unusually good judgment. They are earnest, scholarly, conscientious teachers, who are doing their best to give you a first class school."

"I am mighty glad to hear you say that," said Mr. Peters, who had a niece teaching.

"But—" and the inspector hesitated, "they are not getting the best work possible, under the circumstances."

"What do you mean?" demanded Peters.

"Simply this, no teacher can do her best if she is overworked or has a crowded room. There are three pivotal points in the grades: the first grade, the fifth grade, and the eighth grade. If the child gets successfully thru the first grade

he is very likely to go thru to the fifth. Then again he needs a boost to get over. Then at the eighth he needs much help and encouragement."

"How do we stand on these?"

"You have good teachers, but in the first grade you have 61 pupils; no teacher can do first-class work with that many students. Your second grade has but nineteen pupils."

"Well, we can't help it because kids come in squads, in off years."

"Oh no! But you can adjust your grades." The inspector was calm.

"Have a teacher teach a part of two grades?" asked Carr.

"Certainly! They do it in many places."

"Well, that's a sockdolager."

"That's just what professor told us."

"How are our other grades?" asked Carr.

"In most places you have reasonable conditions and are getting good, thoro, even work. The fifth grade teacher is strong. I don't know who selected her or why she was put in that room, but she was a wise choice. She knows her work and also knows how to impart her knowledge to pupils." This was immensely pleasing to Peters, because she was his niece.

"Your eighth grade is reasonable in size, has a strong teacher, and I can see no reason why pupils should not go into the world or into the

(Concluded on Page 64)

Dental Inspection Without Money and Without Price

F. L. Whitney, formerly Superintendent of Schools, Grafton, N. Dak.

The following statement of experience will be of interest to those boards and superintendents in small towns where a restricted organization and limited funds make it impossible to attain the ideal in the care of the teeth of school children by the employment of nurses and dentists and the fitting up of an adequate center for the handling of children to be treated.

The theory of medical inspection had been believed in in Grafton for a number of years, and for two years the pupils had been examined in an unprofessional manner by the teachers themselves. This examination had to do principally with defects of the eye, ear, nose, and throat. It was found that the principal benefit gained was to cause the teachers to become more conscious of the physical conditions of their pupils. This, of course, was good, but it did not go far enough; and it was found that parents did not pay very much attention to these unprofessional notices sent out by the schools. All concerned, board, superintendent, teachers, and intelligent parents, believed thoroly in the examination of school children. It had been demonstrated by means of a retardation chart that some 21.5 per cent of the children were lagging behind their fellows in their schoolwork, and it was believed that physical disabilities constituted one large group of the causes for this. The next logical step seemed to be a more carefully organized examination by professional men, and a dental clinic to care for cases of bad teeth when the parents were unable to pay.

This statement has to do only with the matter of the examination of teeth. The four dentists of the town were approached by the superintendent, and all expressed a deep interest in the matter and a willingness to give their services free of charge for at least two examinations each year. The examinations were to take place in the central school building according to a schedule prepared by the superintendent. A small space was found at one end of a hall which was isolated by a portiere and fitted up in a simple manner as shown by the accompanying cut. One of the dentists furnished an old chair which with some repairing served well. The results of the examination of the first 361 pupils will be given. These pupils were taken from the first eight grades of the schools and were between the ages of six and fourteen years.

Before the examination of each child his teacher had filled out a card giving an estimate of his scholastic proficiency and his physical condition in general. This was examined by both dentist and physician before their estimate was made. The card contained such items as age, grade, height, weight, in what studies deficient, times failed in promotion, time lost, frequent colds, headaches, illness, lack of vitality, inflamed or watering eyes, squinting, scowling,

holding head on one side, holding book too close to eyes, blurring of print, lack of application, hearing good, poor, or fair, discharge from ears, dullness due to poor hearing, frequent earache, mouth breather, nasal voice, poor articulation, stuttering, indication of adenoids, of enlarged tonsils, flat chest, stoop shoulders, shallow respiration, nervousness, excitability, poor self control, rapid, slow, or arrested physical development, undergrowth, quick, slow, strong, precocious, or arrested mentality, deformities, signs of contagious disease, indications of incipient mental or nervous disorders.

Another card was used to contain the permanent record of the examination in each case. This contained the name and grade of the pupil and the date, and a simple method of notation was devised by one of the dentists so that a complete record of the condition of each defective tooth could be made by the attendant as it was examined. A space was found on the card for the recommendations in detail of the dentist and the date was recorded when the notice was sent to parents. This notice was sent out from the superintendent's office and was signed by him and not by the dentist. It stated the condition and repeated the recommendations on the permanent card. Parents who had a choice as to which dentist should examine their children were given an opportunity to state this preference on an inquiry card sent out before the examination began. In this way all dissatisfaction was avoided.

The results of this first examination of 361 pupils were typical. But 29 of them were found to have perfect teeth. One case of stomatitis was found and three of gingivitis. Two cases of pyorrhea were discovered. Twelve abscesses

in teeth were located. Ten children reported aching teeth. Two teeth were tabulated as needing crowns. Largest number of all, 1677 decayed teeth were discovered. These figures mean that, on the average, each child had 4.6 decayed teeth; that if evenly distributed nearly every other child should have had a tooth extracted; and that only 8.6 per cent of the children were found to have perfect teeth; 91.4 per cent of the total number had teeth which needed attention. This percentage will no doubt be somewhat reduced when pupils of the upper four grades are included in the examination, as the percentage in the case of the younger children is no doubt greater.

It was found that the office practice of the four dentists was not materially increased as a result of this examination. One reason for this became apparent as the examination progressed, namely, that a large majority of the parents were not able to pay for adequate attention to their children's teeth. The plan is to interest some agency in the town in maintaining a free dental clinic for these children, and no doubt in every small town there are civic clubs or other organizations which would be glad to finance such a movement under the proper management of the schools.

The plan given above has its imperfections, but it is believed that it is a step in the right direction. Any small district which has taken the first step of teacher recognition and the second of professional examination free of cost, will undoubtedly find the next step coming logically and without opposition from any important agency. The school nurse, the paid dentist, and the school clinic will seem to be a necessity after a year or two under the second plan.



THE GRAFTON FREE DENTAL CLINIC IN OPERATION.



THE PLAYGROUND AFTER A FEW DAYS' WORK.

A CO-OPERATIVE PLAYGROUND

Burtis M. Little, Superintendent of Schools, Lexington, Mo.

The city of Lexington, Missouri, has recently undertaken and carried to partial completion, an enterprise that is worthy of mention as an illustration of the power of the "get-together" spirit.

From time immemorial there has existed in the very heart of the city a large tract of swampy land popularly known as "Goose Pond." This tract, which is part of a large and deep ravine that extends to the Missouri River, has a frontage on Main Street of 775 feet and a maximum width of 376 feet. It has been used as a general dumping ground for years and some idea of its unsightly appearance may be gained from the illustrations that accompany this article.

In December, 1912, a committee of citizens who were anxious to remove this unsightly blot from the landscape and at the same time secure a public playground for the people of the town, made a canvas of the businessmen and secured an initial fund of something over \$6,000.00. This money was used to purchase the ground and the several houses that were on it—the title being vested in three trustees—and to lay large tile drains to carry off the surface water.

By September, 1913, everything was in shape to begin the work of grading down hills, leveling hollows, grubbing out stumps and other work incidental to reclamation service, and a general call was issued for volunteer laborers. Two days were set apart as "Goose Pond Days"; the Mayor issued a proclamation requesting that all businessmen close their places if possible and report for work; the Board of Education authorized the men teachers and the older boys to leave school for the work, and the newspapers gave the plan all the publicity possible. The response was most gratifying. Not only did the men and boys of the town turn out in force, but the farmers requested leave to come in and bring their teams, and the hillsides literally swarmed with an army of workers—clergymen, physicians, lawyers, businessmen, laborers, schoolboys—all working side by side for the betterment of the town.

As soon as the girls of the high school learned that the boys were to work, they demanded permission to prepare and serve lunch to the workers. Consequently a large tent was put up, and under the direction of the teacher

of domestic science a hot lunch was given all who applied at the tent.

These first two days were such an unexpected success that in a short time two more days were set aside for the same purpose, with an even greater response. This time the ladies of the town requested an opportunity to help in the good work, and a full dinner served on long tables in the open air was the result. Groceries and meats were contributed by the merchants, and mountains of pies were made by the good housewives and brought to the cook tent in time for dinner.

A third time, late in October, two more days were spent in the same way, and "Goose Pond" was left for the winter, with much done, but much still to be done before the task could be considered completely finished.

In the spring of 1914, active preparations were made for the construction of a swimming pool. Books of swimming tickets were sold (before the pool was built), and a group of citizens gave their personal notes to secure the balance needed to construct it, and on July 4th, the gates were opened and swimming began. The



A HILL SIDE OF TIN CANS AND RUBBISH.

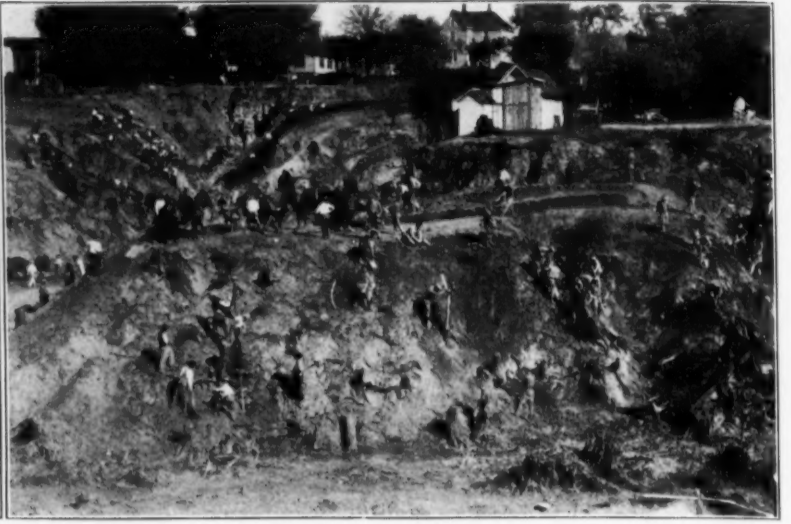


"GOOSE POND" AS IT WAS.

A TANGLE OF UNDERBRUSH.



THE SCHOOL BOYS' CORNER.



THE "ARMY" AT WORK.

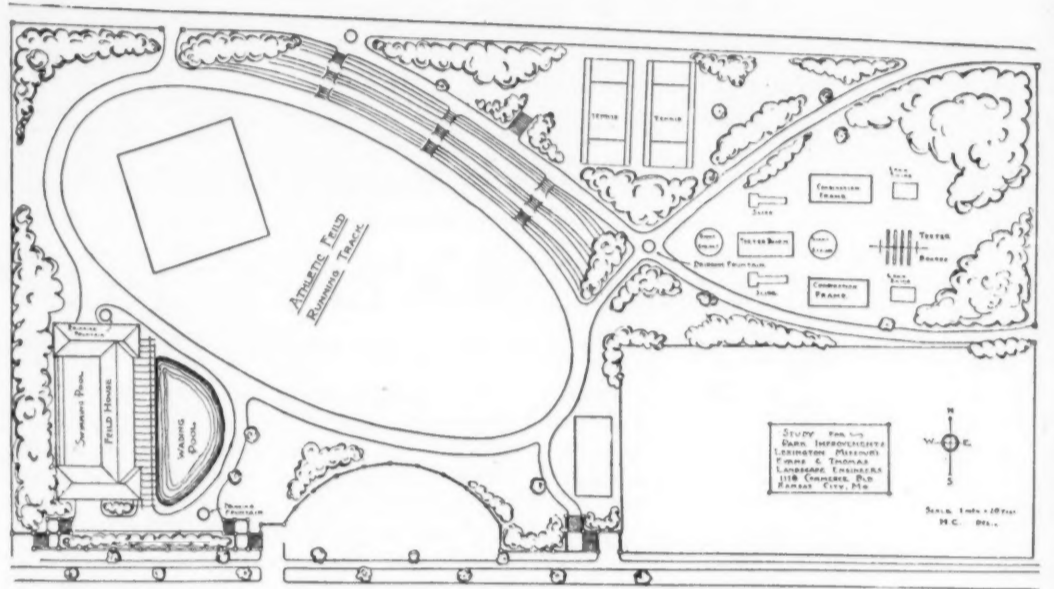
pool is solidly built of re-inforced concrete with a concrete and stucco bathhouse extending the full length of 100 feet. It has proven so popular during the months of July and August that its capacity has been taxed to the utmost, and already the feasibility of building another pool is being considered.

As soon as the three trustees had the title to the land in their undisputed possession, and the ground in shape for playground use, they gave a warranty deed for the entire site to the Board of Education of Lexington. The trustees will continue to oversee the work that remains to be done in grading and leveling, but the grounds are under the direction of the Board of Education to be administered as a part of the public school system. By an act of the legislature, the same color distinctions that apply to the public schools of Missouri will operate on the playground. As rapidly as funds will permit, this once unsightly "Goose Pond" will be converted into a beauty spot and a recreation center for the people of the town, old and young.

Altho the possession of such a playground is of inestimable value, perhaps the best result after all, is the effect upon the citizens of uniting in one great public enterprise. And every man, woman, boy or girl who worked to make the enterprise a success has the pleasant consciousness that it is peculiarly his own because he helped make it.

A GO-TO-SCHOOL DAY.

During four years of supervision of village schools, I, like many other superintendents and teachers have deplored the seeming lack of interest on the part of the parents. It is easy enough to induce them to come in large numbers to holiday programs, entertainments, and special events, but it is seldom that a parent ever sees the ordinary work of the classroom.



PLAN OF THE LEXINGTON PLAYGROUND.

Some time ago the ministers of our town planned a Go-To-Church Sunday along the lines which have been followed out in so many places in the past two years. The innovation was well advertised thru the pulpit and press and when the appointed day came the churches were crowded. People who had not gone to church in years were there. Why? Because special emphasis was brought to bear to have them there on this special day, rather than "some Sunday."

That Go-To-Church Sunday gave me my needed inspiration. Why not have a Go-To-School Wednesday or Thursday—or any other week day, for that matter? Why not announce the fact that on a certain day our schools would be open to the public for a comprehensive inspection? The next day I called a meeting of

the teachers and explained my plan of inviting the public to witness the regular work of the schools. They were heartily in favor of the plan and we finally decided on Thursday, April 30, as our Go-To-School Day. It was definitely agreed that the regular school program should be carried out without change and that there should be nothing in the way of recitations or exercises which merely entertain the visitors. I did, however, urge the teachers to display specimens of work which the children had executed from time to time, in order that the parents might see as much as possible in the one day.

A twelve-year-old boy raised the greatest objection to my plan when he remarked to me, "Oh, we'll all have unusually good lessons that

(Concluded on Page 37)



THE WORKERS AT LUNCH.



THE POOL IN USE.



HIGH SCHOOL, MOUNT CARMEL, PA.
Clyde S. Adams Architect, Philadelphia, Pa.

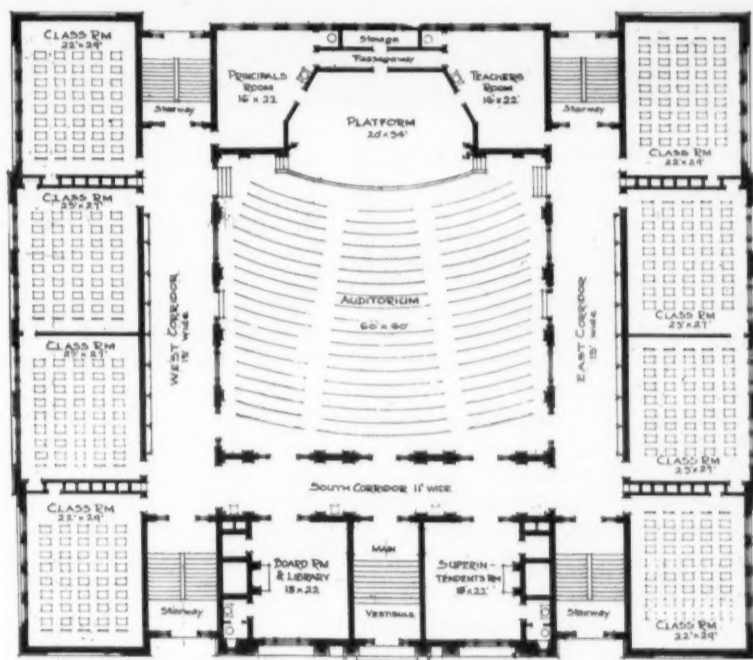
**MOUNT CARMEL HIGH SCHOOL,
MOUNT CARMEL, PA.**

Clyde Adams, Architect, Philadelphia, Pa.

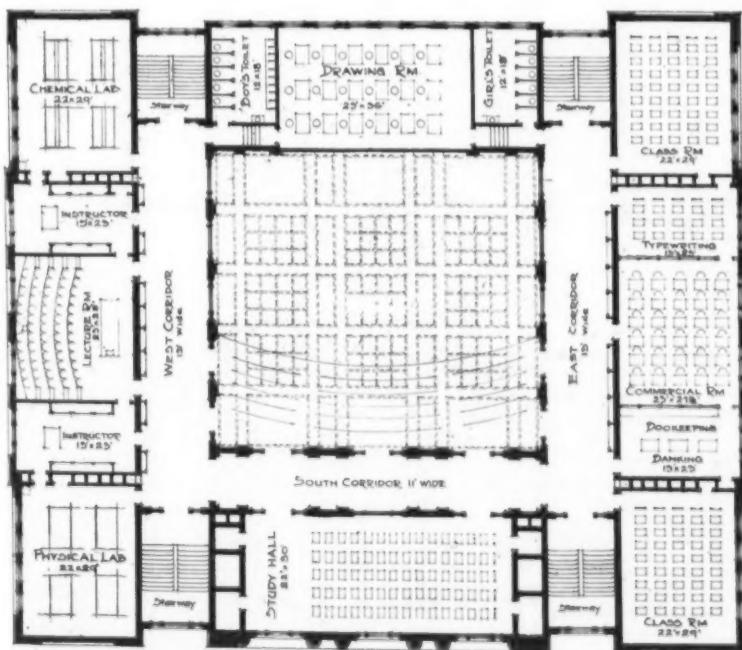
The high-school building, recently erected at Mount Carmel, Pa., was designed and erected under the supervision of the school board's architect, Mr. Clyde Adams, of Philadelphia, Pa. It is quoted as being one of the most up-to-date buildings in this section of the country, and has been planned to meet the most modern requirements of a state high school, at a minimum of cost.

The exterior is built of high-grade pressed brick, with brown stone base, columns and trimmings. The classic detail of the columns, and the contrast thru the variety of materials used, produces a very pleasing effect.

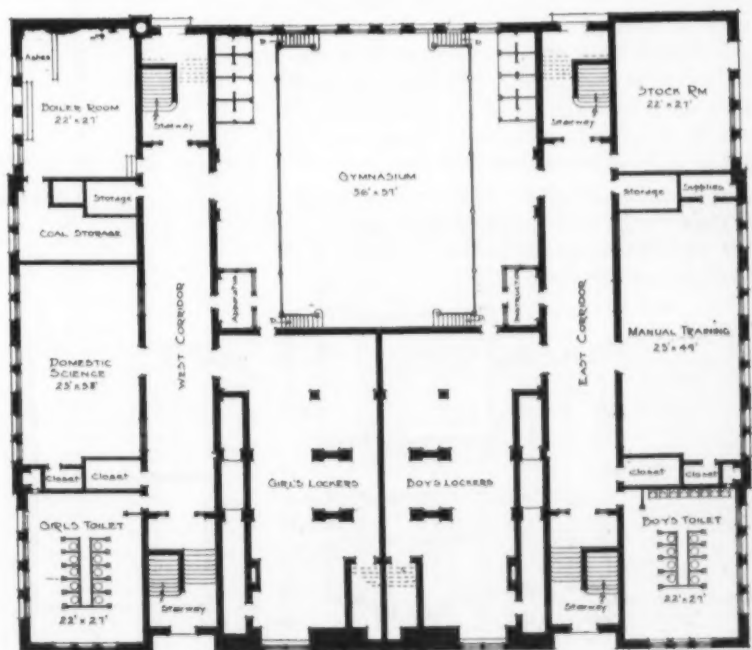
As a study of the plans will show, the building has been carefully planned with regard to details. The corridors and stairways are of reinforced concrete construction. The first floor consists of eight classrooms, seating forty pupils each. An auditorium, with a gallery entered from the second floor, a board room, library and an office for the superintendent are also found here. The auditorium seats 800 persons.



FIRST FLOOR PLAN



SECOND FLOOR PLAN



BASEMENT PLAN



FRANKLIN SCHOOL, AURORA, MO.
H. H. Hobenschild, A. I. A., Architect, St. Louis, Mo.

The second floor is devoted entirely to the upper grades. Laboratory work has been provided for in a special room; a lecture room with equipment for moving pictures and lantern-slide exhibitions is also included. A drawing room, a commercial department and a large study hall complete the accommodations.

The basement contains rooms for domestic science, manual training, toilets and lockers, together with a gymnasium and space for the heating and ventilating system.

The building cost complete, including a program clock system, \$100,000.

FRANKLIN SCHOOL, AURORA, MO.

The Franklin school is located in Aurora, Laurence County, Mo., and is designed especially for grammar school purposes.

The greatest exterior dimensions of the building are 143 feet frontage, by 51 feet width. The exterior is treated along Colonial lines, and is finished in pressed brick, terra cotta trimmings and a hipped slate roof. The interior walls in the classrooms and halls are finished in plaster, with wooden bases, doors and window trim. The floors thruout the first and second stories are of matched and beaded yellow pine.

The basement contains toilet rooms for boys and girls, both with separate entrances. The boiler and fuel room, and, also, janitor's room, are located on this floor.

The first floor contains five classrooms, 24 feet by 32 feet, with cloakrooms in connection, spacious corridors and an office for the superintendent. Rear entrances, as well as the front or main entrances, are provided just below the first floor level. Both command free and easy access and exit in cases of emergency.

The second floor contains five classrooms, 24 feet by 32 feet, with cloakrooms in connection; two of the classrooms are separated by rolling partitions in order that they may be thrown together in the event of a lecture or other public gathering. A reserve classroom is located on this floor which is used on certain occasions for older pupils in special work.

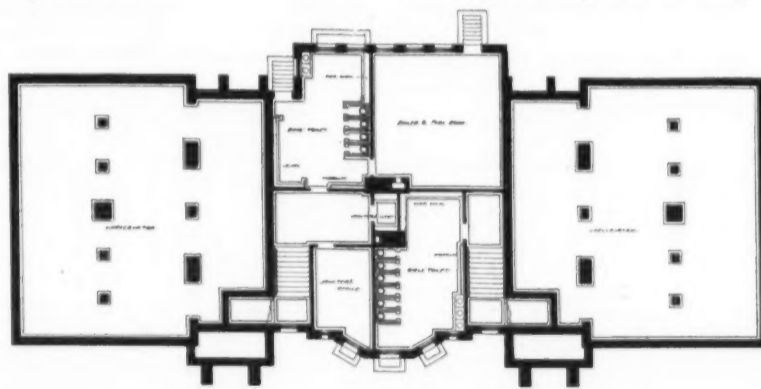
Each of the classrooms is arranged for left-hand lighting. The aggregate seating capacity of the entire school is 480 pupils. Drinking fountains are located on the first and second-floor levels, and emergency toilet rooms, lockers, etc., are found in, or adjoining the corridors.

The heating plant is a one-pipe gravity, circulating system, and each classroom, corridor, etc., is amply and well ventilated. The building is equipped with a modern system of plumbing.

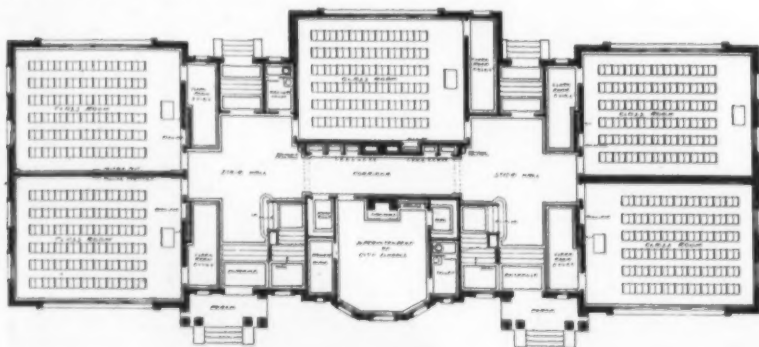
The cost of the building, complete, including heating, plumbing and equipment, was \$29,000.

A FOUR-ROOM SCHOOLHOUSE.

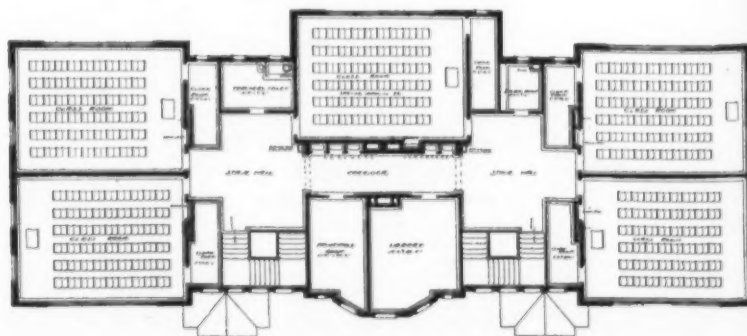
The village schoolhouse presents an architectural opportunity that is rarely appreciated in



BASEMENT PLAN.

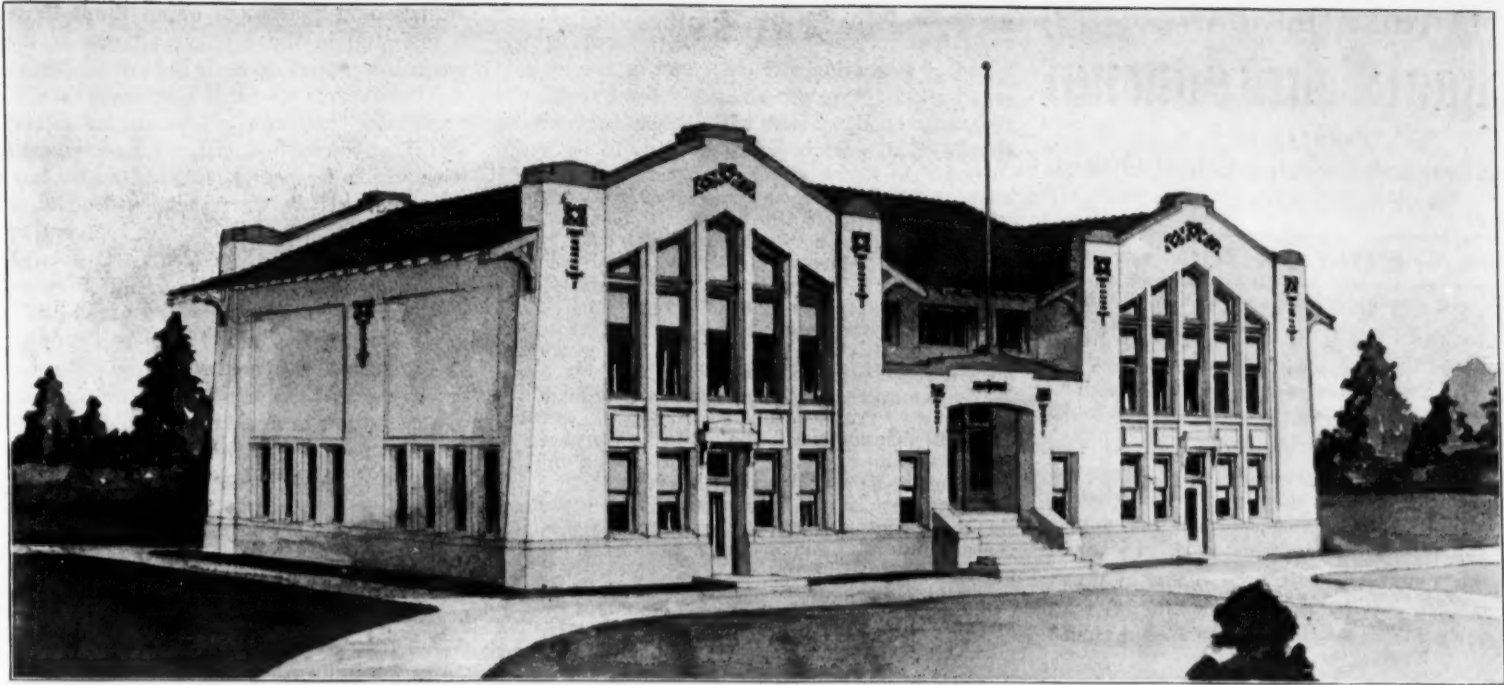


FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

FLOOR PLANS, FRANKLIN SCHOOL, AURORA, MO.



LAKE BURIEN SCHOOL, LAKE BURIEN, WASH.
Harold H. Ginnold, Architect, Seattle, Wash.

the United States by the local community or the architect. It is, next to the church, the most conspicuous and important public structure, and performs a function that entitles it to the best architectural treatment which the people can afford. Its mission is not merely to house the school as the means of the children's education; it must be educational in itself, inspiring as expressive of American ideals, and dignified as the visible sign of our stability and national greatness.

A little schoolhouse that has been designed with due regard to its commanding situation is the Lake Burien School recently completed by Mr. Harold H. Ginnold, architect, for the village of Lake Burien, Wash. The exterior is a modern development from the mission style of architecture, so popular on the Pacific Coast, and is finished with rough stucco, relieved with colored tile, and a mission tile roof.

The exterior walls are concrete; the floors and interior partitions are frame and have been equipped with fire stops. The interior trim is Douglas fir, and the floors are No. 1 V. G. fir. The corridor floors and stairs are finished with a fireproof composition and the playroom floors are mastic composition.

The main floor of the building has four standard, unilaterally lighted classrooms. Boston type cloakrooms adjoin each in such a manner that the traveling distance inside the classroom, from corridor door to cloakroom door, is reduced to an absolute minimum. The classrooms seat 42 children each, in single seats. They are fitted with composition blackboards, standard furniture and built-in teachers' closets.

A library which serves as an office for the principal, is also located on the main floor.

The ground floor has two large playrooms which may, at first glance, seem out of proportion, but which are made highly desirable by the wet weather that prevails in the Puget Sound country during the greater part of the school year. The wet seasons of Oregon and Washington are wholly unlike the cold, dry winters of New England and the Middle West, and sheltered play space is an absolute necessity.

Both playrooms are wholly above the surrounding site and have full length windows so that they may be readily turned into manual training or domestic science quarters. They serve, also, as a meeting place for gatherings of citizens.

The building is heated and ventilated by means of a direct-indirect modulating vapor system. To assist the natural gravity ventilation, each of the vent flues is fitted with liberal aspirating coils. The heating plant cost \$525.

The building cost a total of approximately \$10,000 or \$60 per pupil. On a cubic basis, the cost does not exceed 8 cents per cubic foot.

If it is true that the most lasting reforms come from within, we have much faith in a movement fostered by the Pan-Hellenic Congress of College Fraternities for the abolition of secret societies in the high schools. It is here that college women, who have been in great part, members of sororities in high schools themselves, condemn the organizations that school boards have fought for years. By denying membership in their own organization to those who

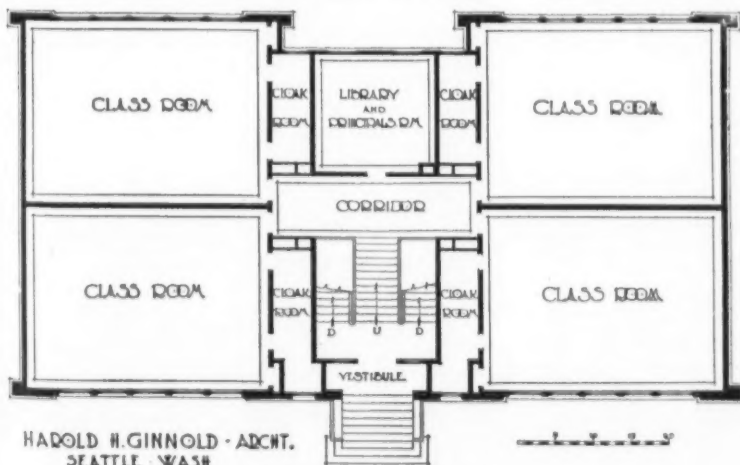
join a prohibited society in the lower schools, they are raising a bar which will be more effectual than the dicta of school boards.

The first normal school on American soil was opened in Lexington, Mass., 75 years ago. There now exist more than three hundred public and private normal schools in the country. The first normal school was conducted in the living room of a boarding-house, with five students in attendance. Today the normal-school plants are valued in millions, and the student body exceeds one hundred thousand.

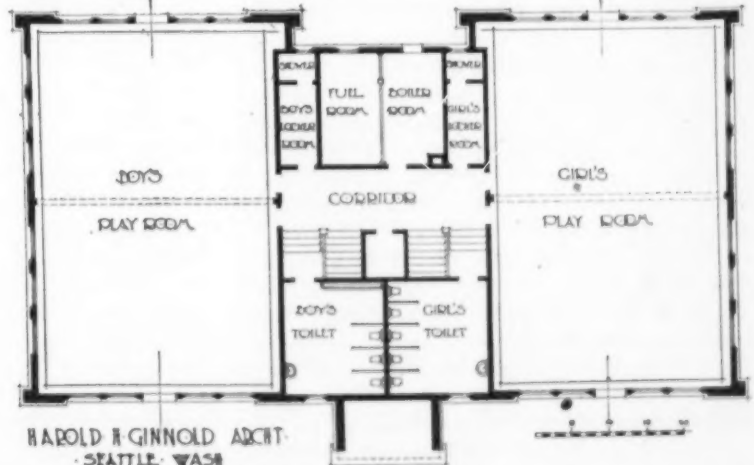
The American teacher who, just after the beginning of the European war, telegraphed from Switzerland to his fellow pedagog in Munich, that his "kale" was "all gone" and added a request for "thirty beans" deserves a prize medal for thoughtlessness and inopportune use of vulgar slang. It was unfortunate that he could not have been the recipient as well as the sender of the message, so that the arrest, cross examination and humiliation which his friend suffered were not inflicted upon himself.

Walla Walla, Wash. A student band and orchestra has been formed under the direction of a competent musician. Membership is open to seventh and eighth-grade pupils and high-school students who have instruments and are able to play. The orchestra is supported by a special fund appropriated by the board.

Green Bay, Wis. To encourage home study of vocal and instrumental music, the East High School has allowed one-half credit for not less than forty lesson hours and 200 daily practice hours. Monthly reports, signed by the music teacher and the parent, are required of students.



• FIRST FLOOR PLAN •



• GROUND FLOOR PLAN •

FLOOR PLANS, LAKE BURIEN SCHOOL.

THE AMERICAN School Board Journal

DEVOTED TO
Legislative and Executive School Officials
WILLIAM C. BRUCE, Editor

EDITORIAL

AN OPPORTUNITY.

The financial and industrial depression which has followed the European war is but one of the effects which this world tragedy will have upon the United States. It is confidently predicted by economists and foreign trade experts that this suspension of our industrial and commercial prosperity is only temporary and that it will be followed by a period of marvellous growth in the volume and value of our world business. The United States is to gain much that has been lost by the nations now at war, particularly to the south in Central and South America.

This growth of our foreign commerce will not, however, come easily or be held permanently unless we are prepared to handle it in competition with the world. The economic necessity for the improvement of industrial education will become acute in the very near future by reason of our new international relations. We shall require more and better skilled workmen, more highly trained technical experts, engineers, chemists, designers, constructors and researchers. These cannot come from Europe as they have in the past because of the frightful casualties of the war. We must prepare our own men in our own schools and colleges.

Equally important with the training of industrial workers will be the preparation of commercial executives, salesmen, clerks and correspondents prepared to use the languages of South America, Spanish and Portuguese, and ready to adapt our goods and our business methods to the needs and the ways of the Latin-Americans.

Finally we shall be obliged to follow a suggestion of Commissioner Claxton, namely, that we teach more of the geography, history, literature and life of the South American countries in our schools and colleges. To the average educated citizen of the United States the countries south of our Mexican border are a blank area represented on the map but expressing nothing in terms of commerce, language or human life. Our gaze has been altogether upon the home land or, if we were of European extraction, upon the countries from which our ancestors hailed.

The American schools must in the future, remove this barrier of ignorance between ourselves and the Latin-Americans and must constructively open the way to closer relations which the Panama Canal, our situation, our natural resources, our manufactures and the present horrible European war make so easily possible.

BUYING SCHOOL SITES.

The ancient idea of *caveat emptor*, which is rapidly giving way to the American business principle of a "square deal" for all, persists with strange tenacity in the purchase of property for school purposes. In the cities especially, the need of a new school building is the sign for sudden rises in the value of property and for immediate activity of speculators and intriguing politicians. The clumsy methods of school boards and the interference of municipal authorities have been factors in continuing these abuses which are practically unknown in other business transactions for the schools.

The city of Chicago which has just witnessed the exposure of a disgraceful scandal in the buying of west-side sites for school purposes, has

adopted a plan that deserves consideration. A committee consisting of the president of the board of education, the chairman of the finance and building committees, the attorney and the secretary of the board will in the future take charge of all purchases. According to reports:

Under the new system, all property owners will be asked to make a written offer for the sale of their property to the board. In the past, the board has made a ridiculously low offer, as a technical procedure, and many owners have sold to speculators, believing that the board would secure their property at the figure made.

The committee will view the premises to be purchased. In case the property owner wishes he will be given a hearing before the committee.

The committee will secure valuations made by at least two real estate experts. It will secure, also, the assessed valuation made for purposes of taxation and a list of the transactions in the neighborhood for the five years previous.

Before any sale is consummated, the report of the committee must be approved by the committee on buildings and grounds, and later by the entire board.

While this plan is more elaborate than is necessary in the average community, it suggests a procedure that is eminently fair to the original owner and, at the same time, places in the hands of the board all of the information needed to prevent inflation of prices. It makes condemnation the last resort and anticipates any possible injustice when the courts are asked to compel a transfer. School boards which are wrestling with the problem might well adopt a similar policy of fair dealing in all their real estate transactions.

WILL GRADE PRINCIPALS.

A definite movement has been begun in several important cities, notably Chicago and Detroit, to put the selection and promotion of principals on a merit basis. It is intended to follow the plans now used for grading and promoting teachers, and to judge of the services and the efficiency of principals on the score of teaching and supervising ability, discipline, school spirit, general professional improvement, personality, influence, etc.

The suggestion is one which is a logical development of the present movement for school efficiency. If we are to demand that teachers shall be graded, why should not principals also be willing to stand the same test which they impose upon their subordinates? Why should not their teaching and supervising power and the merit of their entire services stand the test of investigation and report? Neither age, length of service, nor the number of pupils enrolled in a building are as important as the constructive power of a principal, his helpfulness to his teachers, his organizing and executive ability and his general influence over his school and the community which it serves.

It is our belief that principals should be graded in every community following well-defined tests of efficiency.

EDUCATIONAL COUNTY FAIRS.

The county fair is commonly looked upon as an autumn festival, to which go country folk and their city cousins for a frolic in the open air. Such it is in truth, but its value is not merely recreational; it is an educational force, the value of which cannot be overestimated.

The average American farmer is the most practical individual in the world. Even when he plays, he is not unmindful of opportunities for improving himself and his family pecuniarily and educationally. He goes to the county fair with an open mind, a shrewd eye for the "main chance," and a keen sense of the relative value of men and measures. The politicians have not been slow in seeing this, and have made the county fair an occasion at which they have made friends and followers of their rural constituents. The manufacturers of farmers' ma-

chinery and equipment of all kinds have likewise found in the county fair one of the best means of promoting their industry. In fact, the demonstrations of farm machinery are a most economical and efficient means of advertising and must be credited with much of the eagerness with which farmers adapt and adopt improved farm methods and farming instruments.

Educational authorities have been rather slow in seeing the educational value of county fairs and in availing themselves of the same. While most state fairs have educational exhibits, these are not nearly so effective as are county fairs in promoting movements for the betterment of country school conditions thru the introduction of instruction in agriculture and household economics, the consolidation of country schools, the erection of better schoolhouses and the employment of better teachers. What might be done at such a county fair will be better appreciated when the wonderful progress made by the girls' canning clubs and boys' corn clubs of the South are cited.

In some states, a considerable number of counties are already adopting the county fair as a means of school betterment and are universally enthusiastic over the results achieved. The first failure of a county school exhibit is yet to be heard from. At the present time there is a distinct need for extending the school exhibit feature to all counties in all states of the union.

THE QUALIFICATIONS OF SCHOOL-BOARD MEMBERS.

It has been frequently said that men, and not methods, make successful teaching. While this is perhaps, only a half truth, it applies with much force to boards of education and the administration of city schools. We have had ample evidence in the small, as well as the large cities of the country, that no form of school-board organization can be successful unless the men who are members of the boards are themselves honest and able men of affairs, whose first and only purpose is the welfare of the children.

The truth of this leads the Detroit "News," which is just at present waging a fight for a small board of education and for a thoroughgoing reform of the local schools, to observe:

One of the strangest vagaries of American municipal politics has been the disregard of the personnel of local boards of education. Too often the voter has bulked the school inspector with the ward constable; too often the candidates for membership on the local boards of education have followed the lower methods of ward politics in order to obtain election; and too often, an indignant public, despairing of bringing school inspectorships back to their very high place in municipal life, have merely satisfied themselves that the really educational part of the school system was being properly managed, and have let the rest go.

If there is incompetency and waste and petty politics and chicanery and an absence of plain good sense apparent in some parts of the school board today, the citizen may be sure that it is due primarily to the sort of men who serve as inspectors. At the bottom of all municipal dissatisfactions you always find just—men. Sometimes we think it is the system, and in the case of incompetent men an old and unwieldy system may give them great freedom to neglect or misperform their duties. That is why cities have in so many recent instances changed their system—they have done it to check the consequences of the incompetency or lack of character on the part of a certain class of men who seem able to achieve public office under any system. But at the bottom, human ability and character are always the prime factors in these matters.

What kind of a man should a school inspector be? A great many are quite ready to say that he need not be an educated man. And indeed it were folly to make higher educational advantages a qualification for this office, for sometimes it is the man who never had a chance at school who is most anxious that the following generation should have every possible advantage. Many of the colleges have been financed by men who

never had a chance at college. While it is desirable that a school inspector know what an average business man ought to know, his technical equipment is not necessarily a standard.

But a school inspector should bear emphatically in his mind the two words which make up his title. There should be in him a whole-souled sympathy with our public school system, a right-minded determination to spend the taxpayers' money for the enlightenment and training of those who are to follow, and in every way a sense of the importance and dignity which should—and under proper conditions does—attach to membership on any board of education. The very best men have been proud to give their time and energy to the cause of public education, and lesser men may not be less proud.

The school inspector, having to do with the business administration of a school system should regard himself as the confidential agent, not only of his ward, but of the whole city, in the matter of expending money affecting the city schools. He should know that there are everywhere designing men whose prey is the official with a vote that spends money. He should know that glib tongues sometimes sell bad goods. He should know that there is somewhere a standard not susceptible of sudden change, thus avoiding new and unnecessary expenditures. Never losing sight of the proud fact that he is intrusted with a very important part in the training and upbuilding of our future citizenship, he should approach his trust with business honor and business sense to the very height of his capacity.

Every school-board member might well ask himself whether he possesses all of the qualifications needed for his office, and whether he is actually meeting the obligations which he has accepted in taking and continuing his membership on the school board.

NEUTRALITY AND ABSURDITY.

The teachers of a number of cities, notably St. Louis, Indianapolis and Philadelphia have been ordered to omit all mention of the present European war. It is presumed that discussion of the war will become a violation of the spirit of neutrality which the president has earnestly asked for, and that unseemly partisanship will result.

The action of these cities has led a California daily to observe that:

"It is questionable if the president ever intended his restrictions to go so far. Schools are maintained for purposes of instruction. The histories which the pupils peruse are nothing more or less than consecutive accounts of warfare and political changes effected usually by conquests. Here, in their own time, occurs the greatest conflict the world has seen, and they are not permitted to know, within the schoolroom, that Germany and Austria, France, England and Russia and the lesser nations of the European continent are in a death struggle. What better opportunity for the study of geography than to follow from day to day under the competent guidance of a teacher, the movements of the armies in the field and the navies in the sea? Why should not the students in the higher classes have the privilege of analyzing the 'white papers' of the belligerents, as a practical method of reaching a sane conclusion as to the causes

of the war? How can one be well informed upon these subjects of world-wide interest and historical importance if he is denied the right to study current events? What better subject for debate, for the exercise of logic; yes, and for training in the worthy art of self-restraint?

"Neutrality may be observed and enforced without going to the limit of denying free speech, or of closing the schoolrooms to the study of current history. Notwithstanding their diverse ancestry, the American people, in the main, are not so narrow that they cannot safely and sanely discuss international questions. Nor are our children so keen for war and bloodshed that the lesson of peace, inspired by the senseless conflict across the water, should be denied them."

We are inclined to believe the dangers of violating neutrality in the schoolroom are greatly overestimated. Certainly the teacher who cannot teach the history and geography of the warring nations, and who cannot impress the lessons of peace without evil effects upon her charges, cannot be fit for her position.

VOCATIONAL GUIDANCE.

There is much nonsense masquerading at present under the high-sounding name of vocational guidance. Self-styled experts are urging their services upon school boards, claiming impossible results in advising children to choose callings for which they are best fitted, and encroaching dangerously upon the natural rights of both children and parents to live their lives as they best see fit.

We have nothing but the highest regard for true vocational guidance—that guidance which arouses in pupils an interest in their future, which, based upon exact knowledge of individual tastes and abilities, and of industrial opportunities, guides them aright. That such vocational guidance cannot depend upon snap judgments but requires long observation and careful study of each individual child needs only to be stated. A present danger in the development of the vocational guidance idea is the tendency, not only to encroach upon personal rights and privileges, but to begin too early the process of placing children. The boy and girl at fourteen are hardly ready to enter a life employment; they do not know their own minds and it is doubtful whether their development has sufficiently advanced to make accurate judgment possible, even by an expert. The best sort of guidance, at this age, appears to us to be the advice to remain in school until the age of sixteen.

That the value of this kind of guidance is appreciated by true experts, is evidenced by a letter written in October last, by Mr. Raymond C. Booth, vocational adviser for the Chicago Association of Commerce. Mr. Booth wrote to the parents of 150 boys and girls, who had left school without any apparent economic necessity:

"Your ——— tells me that ——— does not expect to go back to school this fall. This letter is written to let you know that there is not much chance for boys and girls to get good work until they are 16 years old because the best employers, as a rule, will not take them. The trades never employ children under 16, and there are only a few offices that will hire them while they are so young. The result is that children who leave school at 14 have to look for work which is not skilled and rarely leads to anything better. Often it is not good for their health.

"This work may seem to offer a lot of money at the start, but gives no training that will make a child more useful later and able to earn a good living when he has grown up. Most of such work lasts only a short time, so that the boys and girls are often laid off and are out of a job about half of the time until they are 16. The rest of the time is spent in looking for a job or doing nothing. When they get to be 16 they have become so used to being out of a job that they don't want to work steadily and can't 'make good' even if they do get the chance.

"Since all this is so, we believe that the best job for the child is right in school, and that the best way we can join with you in helping your boy or girl is to urge him or her to keep on in school, learning as much as possible until he or she is at least 16.

"It is best for him or her to take studies that will prepare him or her to start in a good trade or in office and commercial work including shorthand, typewriting and bookkeeping. This extra time spent at school will mean more wages all the rest of his or her life, because he or she will be able to take and hold a better job."

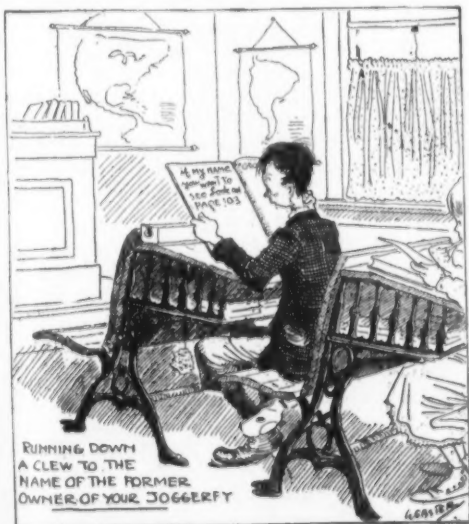
The advice given in this letter is so sound that we wish it could be read by all parents of 14-year-old children, who are leaving school for work. It might, also, give some "experts" a better idea of vocational guidance.

"GIFTS AND COURTESIES."

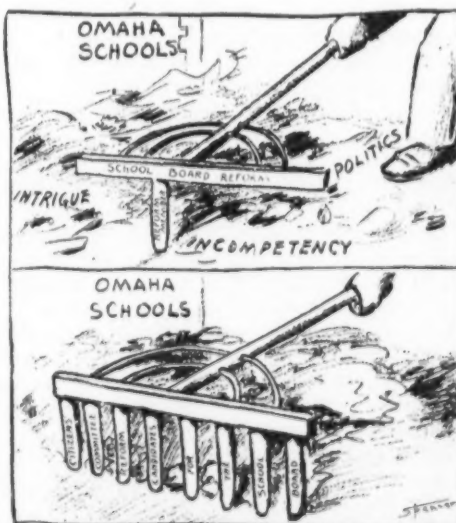
The above caption appears at the head of a brief paragraph in the Annual Report of Supt. Herbert W. Lull of Newport, R. I., acknowledging a number of kindnesses extended to the schools by citizens and local business houses. The paragraph is suggestive.

The schools, as an institution, and the teachers and supervisory officers, as individuals, are constantly the recipients of gifts and courtesies at the hands of kindly disposed persons. It is to the credit of American patriotism that nothing is too good for the schools and generosity is almost universally displayed toward them.

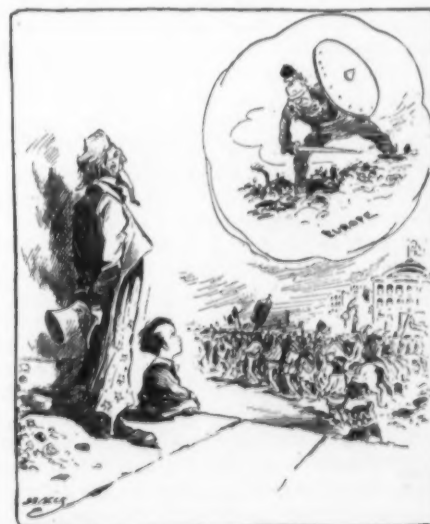
The schools and their officials should not fail to be appreciative of public favor. Gifts both large and small should be acknowledged, publicly and with the same genuine cordiality which prompted them. The minutes of the board of education, resolutions properly conveyed to donors, the daily press, and the annual reports are proper mediums for expressing thanks and gratitude. It should be remembered too that a little expression of thanks may not be without influence with others at a future date.



The Thrill That Comes Once in a Lifetime.
—Webster, Chicago Tribune.



A Suggestion for Reform.
—Spencer, Omaha Herald.



Columbus Day in the United States and Europe.
—DeBeck, Pittsburgh Times.



TEACHER TRAINING FOR RURAL SCHOOLS



The first national conference on teacher-training for rural schools, under the auspices of the United States Bureau of Education, was held at Chicago, September 24-25-26. Forty leading educators especially interested in rural education, representing the North, South, East, and West, took part in the deliberations of this conference. It was well said of the meeting that "It is not often that a program of the National Education Association contains an array of more notable educational specialists."

The policy of the United States Commissioner of Education on teacher-training for rural schools was stated briefly by those authorized to speak for him, as follows:

He recognizes the rural school problem as second to no other problem in American education. Above better school buildings and grounds, above better equipment and supervision, above consolidation, and county unit, above course of study and schoolmanse, he considers better qualified teachers, and salaries commensurate with their services, the greatest factor in giving us better rural schools.

Therefore he welcomes and solicits the help of every agency—both public and private—that will increase the efficiency and number of teachers for this work. But he wishes it clearly understood that he will not endorse any agency or policy that fails to recognize in its plan that the rural schools are entitled to and ultimately must have teachers equal in every respect to the teachers in the town schools. Any other policy he would consider an unjust discrimination against the rural schools.

He accepts teacher-training in high schools as a temporary expediency. So long as this agency is necessary he will aid it all in his power. But he urges you to get away from this plan as soon as possible and to hasten the day when we shall have enough State normal schools to supply the demand for properly trained teachers for the rural schools.

The Commissioner believes so strongly in better trained teachers for rural schools that he would use enough of the general school fund in each State to establish a sufficient number of State normal schools with properly trained teachers. He maintains that while the rural people pay their share of the taxes to support the state normal schools, they fail to receive anything like their share of the finished product of these schools for service in the rural schools. While such a policy would apparently shorten the term of school in some States, until the people are willing to make it up by increased taxation, the Commissioner believes that one month of school taught by a properly trained teacher is better than two months of school kept by a teacher who has no training.

Every agency that has done anything worth while in teacher-training for rural schools in the United States was ably represented and given due consideration both in the papers presented and in the discussions. The university, college, normal school, agricultural school, high school, county normal, junior normal, academy—all had their advocates as to the work each should do in training teachers for rural schools. The efficiency of teacher-training for rural schools in Denmark and Switzerland was eloquently pictured as a model for the United States. Methodology in the essentials of the rural school curriculum was handled in a masterly manner.

The roll call of States on teacher-training in high schools brought forth such telling facts in its favor as to convince the most skeptical that for years to come this is one of the most effective, feasible, and economic ways to supply the demand for better trained teachers for the rural schools; and that it will serve as a splendid propaganda in promoting the policy to establish a sufficient number of State normal schools to fill all the rural schools with properly trained teachers.

In the beginning of the conference a great diversity of opinion was manifest as to the best ways and means of training teachers for the rural schools. But after three days of reasoning together it was realized by all present as never before that it is indeed a condition and not a theory that confronts us in this matter; that to supply the rural schools with professionally trained teachers is an herculean task—a continuing problem.

The struggle between theory and practice has continued thru the centuries relative to every reform and every step of progress with an effort to find a cure that is not worse than the disease. Theory and practice should harmonize better than this.

In order to better harmonize theory and practice the conference profited by the philosophy of Mr. Bryan:

"The things on which we agree are more important than the things on which we differ. We are called upon every day to decide whether we will join others in getting some reform that is today possible, altho we may not think it as important as some others for which we hope—or refuse to help, in the hope that accumulated demand will bring some greater reform later. It is the part of wisdom for those to join together who believe that a proposed thing is good—join together and get it today, and then commence tomorrow to secure the next best thing in sight. God has so made this world that no good thing secured today will prevent the securing of some other good thing tomorrow. Not only that, but we are not able to measure accurately in advance the importance of a reform, and we often find that a reform which today seems unimportant finally appears as a necessary stepping-stone to greater things."

Acting in the spirit of this philosophy it was altogether fitting and proper for this conference to agree unanimously upon the following declaration of principles:

Whereas, An investigation recently conducted by the National Bureau of Education discloses the fact that 32.7 per cent of all the rural teachers now in service in the United States have had little or no professional preparation for their work; and in view of the accepted significance of rural education to our national life, and as the success of all rural education depends to a large extent upon the teacher:

Therefore, Be It Resolved, That it is the sense of this conference that all educational institutions which can readily lend themselves to such purpose be utilized to train teachers for the rural schools.

To this end we recommend this special professional training for rural teachers be carried on in the following types of schools:

1. Universities and colleges thruout the country where consistent with practical admin-

istration, that these services be interpreted to include the establishment of high standards of rural life and education and the actual work of training for rural leadership.

2. State and private normal schools in special departments of Rural Education, and in the preparation of teachers for teacher-training departments in high schools and county normals.

3. State agricultural colleges in their departments of education thru the right training of men and women to teach in the secondary schools such subjects as agriculture, manual training, and home economics; that the agricultural college is also doing a proper work in the authoritative source of agricultural knowledge; the agricultural high schools should not only have for their highest purpose the training of young people for the farm and home and in the promotion of vocational education, but they should be expected to add much professional work for effective teaching in the rural schools.

4. That the preparation of teachers for rural schools in county training schools and in teacher-training classes in high schools is approved as a policy where more extensive training is not at present feasible; and it is recommended that such training high schools should not be given before the junior year, and no diploma of graduation be granted before the twelfth school year is finished.

5. That the need for professionally trained teachers to take charge of teacher-training in high schools and in county normals is very keenly felt and hence we urge upon institutions engaged in the training of teachers the necessity for their offering suitable training for such positions.

6. That we urge upon normal schools, colleges, and universities the reasonableness and justice of admitting high school training-class graduates with rights and privileges equal to those extended to other high school graduates.

The Platform for the Campaign.

The conference was unanimous also in making the plea of the late J. Sterling Morton for professionally trained teachers in Nebraska the platform on which to wage a national campaign for professionally trained teachers for the rural schools of the United States. Mr. Morton is renowned as the Father of Arbor Day which is now universally observed in tree planting by the civilized nations of the world. He was Secretary of Agriculture in President Cleveland's cabinet. And as a successful businessman and as a statesman whose face was turned toward the future his words will receive more serious consideration on the part of the public than any declaration it is possible for even professional educators to frame.

"We demand for Nebraska educated educators. We demand professionally trained teachers, men and women of irreproachable character and well-tested abilities. We demand from our legislature laws raising the standard of the profession and exalting the office of the teacher. As the doctor of medicine or the practitioner at law is only admitted within the pale of his calling upon the production of his parchment or certificates, so the applicant for the position of instructor in our primary and other schools should be required by law to first produce his diploma,

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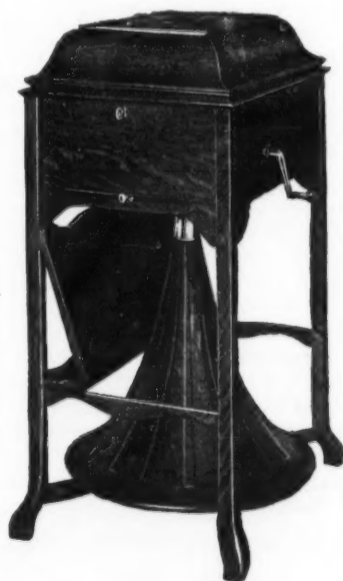
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CHICAGO

his authority to teach, from the normal schools.

"We call no uneducated quack or charlatan to perform surgery upon the bodies of our children lest they may be deformed, crippled and maimed physically all their lives. Let us take equal care that we intrust the development of the mental faculties to skilled instructors of magnanimous character that the mentalities of our children may not be mutilated, deformed and crippled to halt and limp thru all the centuries of their never-ending lives. The deformed body will die, and be forever put out of sight under the ground, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages, an immortal mockery of the divine image."

SCHOOL HYGIENE.

The study of conditions surrounding school life which may injuriously affect the growth and development of the child, and proper appreciation of the influence of physical defects on the intellectual capacity of the young, have until quite recently received little consideration in this country. The first attempt to exercise medical supervision of schools in the United States was by the city of Boston, in 1894, for the purpose of controlling the contagious diseases of childhood. From this beginning, the movement has developed until now most of our cities maintain a more or less comprehensive supervision over school hygiene and the medical inspection of school children is mandatory in a number of states and elective in some others.

In this respect we are considerably behind European countries, notably Germany and England, where the system of medical school supervision is more extensively developed, has been longer in operation and is practically national in character. That this is so is largely due to the fact that consideration of dirt, destitution and disease, has not been of such immediate

importance with us, except in certain restricted areas.

School hygiene is a complex problem. Our knowledge of its principles is greatly in excess of their practical application. The position of school medical officer presupposes, in addition to thoro training in physiology and psychology, a practical working knowledge of the physics of heat, light and ventilation, and an ability to recognize and coordinate the physical condition and educational needs of the developing child.

The need of skilled services and the expense incident thereto have been instrumental in restricting the practice of school hygiene largely to urban communities. This is unfortunate, because the great bulk of the school population of this country is as yet scattered over the rural districts.

The disproportionate prevalence of preventable diseases among urban and rural populations is not great; the necessity, therefore, of educating rural communities to the exercise of sanitary precautions necessary for the preservation of health is apparent. The importance of school hygiene in this respect is paramount, because the sanitary redemption of the majority of rural communities must largely be brought about thru the practical education of the young in orderliness, cleanliness and the observance of sanitary precautions. Furthermore, the medical inspection of school children is in more or less intimate relation with the homes, which in turn are component parts of communities. The educational effect of school hygiene extends thru these channels for the betterment of the community health.

There is necessity for uniformity in methods of examination and of classifying the results for collective statistics to be of value. There is need of uniform methods and systematic classification of results before these observations can be of value in studying mental and

physical standards, and the effect of changing social conditions on development.

The object of school hygiene, says The Journal of the American Medical Association, is to place the impressionable child in the most favorable environment for physical and mental development and to detect and correct defects which may impede intellectual training. The medical supervision of schools may, however, be further utilized by the state in the determination of the prevalence of communicable diseases, especially in rural communities. The ultimate control of malaria, trachoma, tuberculosis and typhoid fever in these communities must be largely thru educational methods. For these reasons the combination of the duties of the health officer with that of the medical supervision of schools appears eminently practicable.

Intensive studies of the mental capacity of American school children, at varying ages, should be undertaken, in widely separated communities, with a view to the establishment of the normal mental standard, thereby rendering possible the study of the impress of immigration, and the effect of a changed social environment on the mental processes of the immigrant child, as revealed by similar examinations at the ports of entry.

BUSINESS MANAGEMENT IN SCHOOL AFFAIRS.

The importance, educationally, of the business management of schools was emphasized at the recent convention of school officers of the state of Utah. Mr. C. H. Skidmore, superintendent of schools for the Granite school district, who led the discussion said in part:

"Good management in school affairs depends upon at least two very important things; first, a school organization which is both simple and sound, and second, prompt, efficient activity in accordance with this organization. Most busi-

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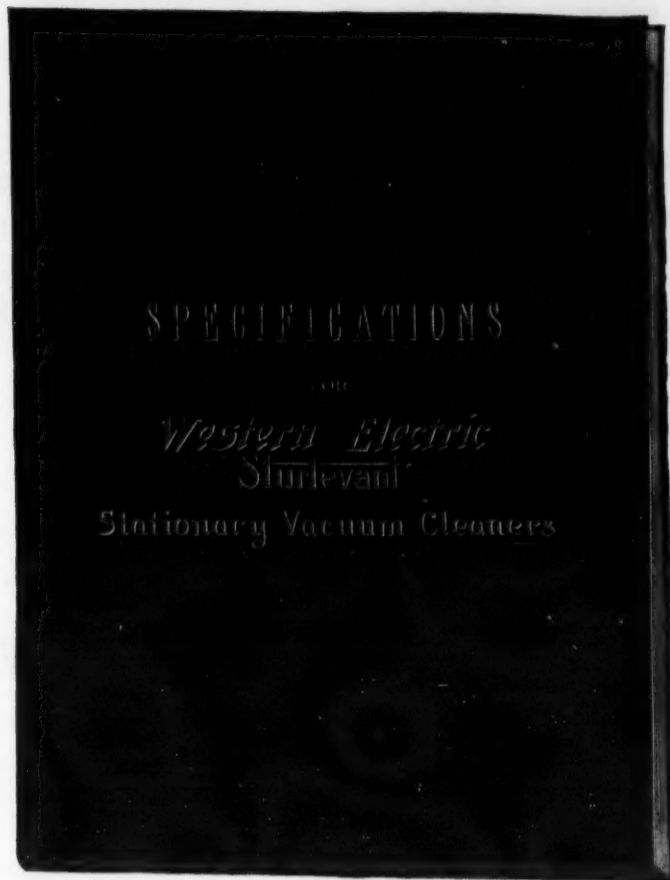
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ness failures result from not doing the right thing at the right time.

"Misunderstandings, resulting in trouble, often occur among school boards and their agents because of a lack of a clear understanding of what is the right thing, at the right time, and who should do it.

"Many a trustee or board member in rural schools has blundered, tho perhaps innocently, by not knowing where his work ends, and that of the teacher or superintendent begins.

"School boards often mix in petty details of administration, which should be left to their more efficient executive officers. It is a big mistake for them to employ experts to do their work and then turn around and ignore their experts' judgment and advice. It is to be understood here, too, that the teacher is, or ought to be, just as much of an expert as the architect or the engineer.

"In the cities and consolidated districts of Utah, I am happy to say, the school boards usually take some time first of all in seeking the most serviceable expert to act as superintendent. When once chosen he is given rather a free hand to do things, but is held responsible for results. He is the chief executive officer of the board and all board members impress this fact upon any or all school workers, who might otherwise have a tendency to dicker or to in some way, undermine his work. This is essential to business success, and should be the practice until the board loses confidence in the superintendent. As confidence is the basis of successful business, when confidence is lost it is time to seek a new superintendent, or a new board.

"Business affairs are often given a secondary place in educational work in such a way as to rob them of their real importance. Altho they may be likened to the second fiddle as compared

with the main spiritual or educational uplift, yet they should be given full value. The first fiddler is given an undue amount of praise and the second fiddler is lost sight of, and yet the first cannot get on without the second. No teacher should pride herself in being unbusinesslike in her school work any more than in being a poor speller or a poor penman. In fact, a careful examination of the details of our most successful teachers and supervisors reveals the fact that they are after all, very businesslike in the particular features of school work in which they are considered experts. Those who are unbusinesslike cannot hope for permanent success. Just as it is necessary to perform the act of raising the window blind to let light into the

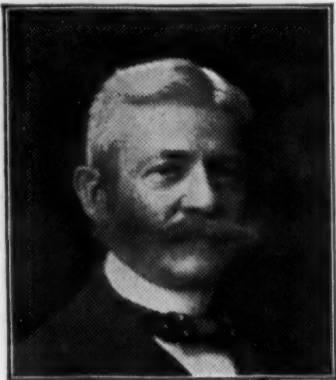


MR. H. DEWITT DOBBS,
President-elect, School Board, New Rochelle, N. Y.

schoolroom, it is necessary to attend to the business affairs of school to clear the way for spiritual or educational sunshine.

"Furthermore, if the teachers do not give due credit to business and finance in the manipulating of their schools, the time will doubtless come when they will be forced to reckon with taxpayers and with businessmen; and what is more, it should come. There is no excuse for thousands of dollars to be tied up in the secluded corners of buildings thruout a district, in the form of unused furniture and materials, just because some school people have been so enthused in their work that they have not had time to check against such educational wastes. One superintendent discovered that at a certain time a hundred new desks were being ordered, when the by-places or corners of the large district contained nearly three times that number. This runs up in money when you find a parallel of this condition with regard to most school supplies and books. Should there not be a careful checking up?

"In a recent letter to my principals I have urged that while we do not wish to hamper or retard school progress by skimping the necessary and desirable supplies, yet we must learn to check against educational wastes. If only one cent each day is saved by each pupil in the Granite School District, this will amount to \$7,000 in a year; if one cent is likewise wasted, it amounts to \$7,000 in a year; and the difference between these two conditions is \$14,000 per year. If this amount were added to the teacher's fund it would materially help to improve the teaching force. Utah provides money for educational purposes about as liberally as any state in the Union; and the educators of the state should show their appreciation of this by a better expenditure of school funds."



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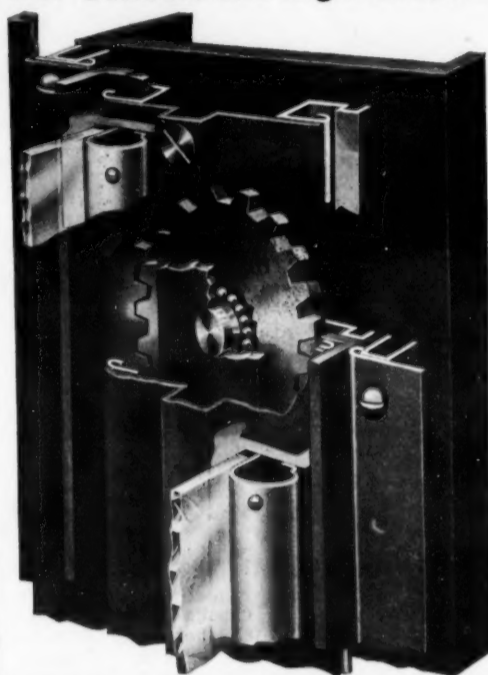
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AN INTERESTING REPORT.

The schoolman who believes that the annual report of the board of education, and superintendent of schools, must necessarily be a dry, scientific document which records in high-sounding, technical language the professional achievements of the superintendent and of his corps of assistants; and which adds pages and pages of statistics which no one reads and few understand, should obtain a copy of the report of the schools of the Borough of Bellefonte, Pa.

This brief little document of 34 pages is a concrete illustration of a suggestion which has been frequently made that school reports should be readable, interesting to the citizen of the community to whom it is addressed, and intelligible.

Supervising Principal J. E. Wagner, who compiled the report, has done all of this, and has added a human note which gives evidence of the red-blooded, energetic management of the schools and which reserves, at the same time, all of the academic dignity of an educational treatise.

The introduction to the report, which bears the caption "Why This Report Should Be Read" will serve to illustrate the style of the document:

"In these days of the printed page, the pamphlet has become one of the best agencies thru which information may be given on subjects that demand more than a passing notice. But the commercialism of the age is presenting its cause so strongly thru artistically illustrated reading matter that reports of an academic nature are often not given that attention that rightfully belongs to them. And since it is not possible for the schoolman to use those devices permitted in the advertising world, it seems desirable to introduce this report by calling the special attention of the public to certain facts included herein that ought to be of general interest.

"For instance, those who are interested in the general work of the schools will find in this pamphlet the only complete record of the same in printed form that is issued during the year. Those who are interested in the financial administration of the system will find here much that will enlighten on this point. A special effort is made to arrange this matter in such a way that real information will be given. Again, one finds the only means of comparing one year's activities with another, or with those of systems other than his own. Here, also, may be found the only directory of members of the board and teachers that is published, the classification and other statistical data concerning pupils, and a complete record of all advances made during the year. Lastly, this year's report attempts to formulate the principal avenues of progress that have been made during the last five years. This feature alone is worthy of most careful study."

THE TEACHER IN THE RURAL SCHOOL.

The first bulletin of the University of the State of New York, issued last month, calls attention in a forceful discussion to the need of trained teachers in the rural schools. Speaking of the agencies which are working to better school conditions in the country the Bulletin says:

Measures are now being taken thruout the country to awaken public opinion to the necessity of improvement in the country schools, to create new interest in the rural schools as community centers, to provide better school buildings and more attractive school grounds, to interest the people in the consolidation of isolated and weak school districts, to provide a more complete enforcement of the compulsory attendance laws, to promote the health of school children thru medical inspection, and to establish every agency possible to enable the rural schools to meet the problems which existing conditions in rural life have placed upon them. All these

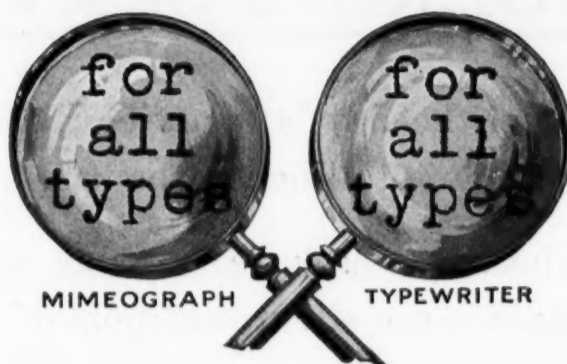
interests and agencies may do much in making the rural schools more efficient and better adapted to perform the work which is now required of them. It must be recognized, however, that the most vital factor in the rural schools is the teacher in the classroom. Whatever the equipment may be or may not be, there must first of all be the qualified teacher—qualified both in attitude and in general and special training.

In recognition of the lack of proper facilities for training all teachers who will work in country districts, the Bulletin continues:

The great agencies established in this State for the training of teachers, at the present time are preparing teachers largely for the cities and villages. To give our rural schools like advantage with the city schools, the State must provide equal facilities for the training of rural teachers. There are employed in what may be regarded as the strictly rural schools of the State, about 12,000 teachers. About 6,000 of these teachers have completed the training class course and 6,000 other teachers in these schools hold limited certificates issued without reference to professional training. A great majority of the 6,000 teachers who are teaching on training class certificates, have completed not to exceed two years of academic training in the high schools. The great problem therefore in rural education, which now confronts the State, is to devise means by which the 12,000 teachers employed in these schools, shall have education and special training equal at least to the preparation of teachers in the cities and villages.

THE "UNDIVIDED SCHOOL DISTRICTS" IN MINNESOTA.

An efficient form of district school organization is in vogue in the northern part of Minnesota. While the southern half of the State early became split up into small, independent districts, the northern part of the State, which was slower to develop on account of the great forests,



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has had quite a different history. When a county was first organized it formed one school district or, to be more exact, the part of the county which was first settled became the school district and the unpeopled portion of the county formed unorganized school territory. In many counties, as soon as clearings were made in the forest, the school authorities of the settled section extended educational advantages to the new part. In this way, by degrees, the school district grew as the county filled with settlers.

Several of these counties have been able to retain all the territory in one school district. In a few instances aspiring villages have succeeded in tearing themselves away from the original district. It is quite common, however, to find school districts under the control of one board having within its jurisdiction two or three good-sized villages and a hundred or more outlying schoolhouses.

A good illustration of this is the Grand Rapids "undivided district" in Itasca County. The district covers practically two-thirds of the very large county, and includes fully 2,232 square miles. The county seat, Grand Rapids, is a place of some 2,500 inhabitants and forms the educational center. Here is located the Central High School, with its normal department for the training of rural teachers; a strong agricultural department; and a department of household economics, with another in manual training. Besides this large town, Cohasset, Blackberry, and several other villages lie within the district. One school board of three men elected at large, together with one local supervisor for each township, administer the school affairs for the entire area. A capable superintendent is appointed by the board to have practical management of all the schools in the district.

As a result of this organization, educational advantages are distributed uniformly over the entire district. The large towns and the remotest country communities are perfectly will-

ing to continue under the one board. Every child has the opportunity of a high-school education. The Central High School, to be sure, is at Grand Rapids; but the children are transported to the school at public expense, both from the nearby villages, and from the country. In the many instances where children from rural communities live too far away to be transported by wagon, the district pays from \$7 to \$10 for each child for board and lodging per month while attending school at Grand Rapids.



JOHN GRIER LONG,
President, Board of Education, Spokane, Wash.

Died, September 26, 1914, after a brief illness. Mr. Long was one of the early builders of Spokane, a banker of prominence and one of its most public-spirited citizens. He held a membership on the school board for many years and was, at the time of his death, president.

Rural schools are constructed wherever they are necessary and nowhere else. As soon as a new community is settled in a fresh clearing, the school board builds a new schoolhouse. In some instances, portable schoolhouses are in use. If there are only two or three children in a newly developed section, the board pays the parents a sum of money sufficient to board the children while attending school in some neighboring district rather than build a schoolhouse. If it is impracticable to bring the schoolhouse to the children, the children are brought to the schoolhouse.

The school year is nine months for all, and the teachers are paid an average salary of \$55 a month. All the schools are treated equally well. A good library, manual training benches, cookery outfits, drinking fountains or individual cups are found in all these schools. The lighting is always good, and all the schools are provided with ventilating heating stoves.

There is close supervision of the rural schools. A corps of supervisors go from the central school at Grand Rapids to all the villages and one-teacher schools. Thus, for example, the manual-training instructor, the domestic-science teacher, and agricultural supervisor, and their assistants, spend a certain number of hours each week with all the schools in the outlying districts. This means that the teacher of the little school is under the immediate direction of supervisors of the high school at Grand Rapids. It means satisfactory supervision and intelligent and efficient work.

Minneapolis, Minn. Wider use to which public school buildings and equipment are being put has been tabulated and will, hereafter, be part of the annual report of the superintendent of schools. Statistics for the school year 1913-14, exclusive of evening schools and buildings used as polling places, show that 2,204 meetings for cultural, civic, recreational and social purposes were held, with a total attendance of 198,107 persons.

RENDERING SERVICE

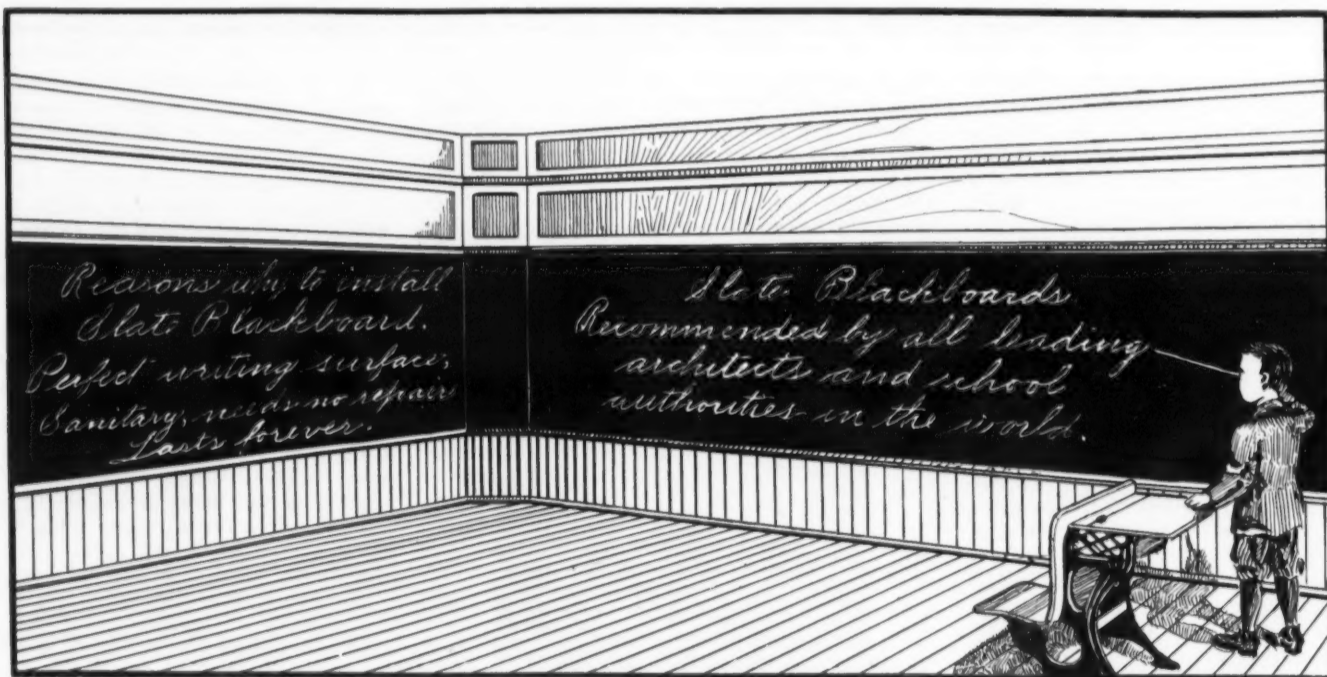
The great slogan of the day is "Service." From the breakfast table to bedtime some one is telling us about service.

The slate blackboards you have in your schoolhouse if they came from Pennsylvania --- are silent sentinels of service.

Always in place, always ready, never peeling or cracking or twisting or swaying, they wait for the gentle touch of the teacher or pupil to call for service.

Have you ever thought of the service slate blackboards render? For years and years the slate blackboard is "on the job." A lifetime is the average life of blackboard. Why is it?

Simply because Natural Pennsylvania Slate is the ideal material for blackboard use. Think it over and then specify Pennsylvania Slate for Blackboard purposes—always.



There was a wise man from Germania
Bought compo blackboard that would pain ya,
They twisted and peeled
Till the whole schoolboard squealed,
And now he buys slate from Pennsylvania

18 Facts About Slate Blackboards

- 1 Simple to install.
- 2 Cheap in price.
- 3 No repair bills.
- 4 Absolutely non-absorbent.
- 5 Do not warp.
- 6 Do not discolor.
- 7 Most hygienic.
- 8 Easily washed.
- 9 Wear for years.
- 11 No uneven surfaces.
- 10 No scaling or peeling.
- 12 Easy on teacher.
- 13 No resurfacing.
- 14 No janitor complaints.
- 15 No glossy surfaces.
- 16 No dust pockets.
- 17 Eye strain eliminated.
- 18 Best chalk marking surface.

WRITE ALL OF THE FOLLOWING QUARRIES TODAY
FOR FULL INFORMATION

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Crown Slate Company, Pen Argyl, Pa.	Parsons Bros. Slate Co., Pen Argyl, Pa.
Diamond Slate Company, Pen Argyl, Pa.	Penna. Blackboard Co., Slatington, Pa.
Excelsior Slate Company, Pen Argyl, Pa.	Phoenix Slate Company, Wind Gap, Pa.
Granville Hahn, Walnutport, Pa.	Stephens-Jackson Co., Pen Argyl, Pa.
E. J. Johnson, 38 Park Row, New York City	M. L. Tinsman & Co., Pen Argyl, Pa.
Lehigh Slate Mfg. Co., Bangor, Pa.	Thomas Zellner, Slatington, Pa.

WHEREVER a light table, occupying the minimum space, when folded, and costing the minimum price, is desired, here is just the table. It is especially suitable for manual training classes, where most of the work is done on benches,



(1830)

but where some drawing tables are needed. When not in use, the tables can be folded and placed against the wall or piled upon the floor. The base is of oak, and is very light but rigid. The top is of white pine and has the tilting arrangement.

Tables are crated, three tables in each crate.

Net prices, F. O. B. Chicago.

No. 1830, 24 in. wide, 32 in. long, 30 in. high, \$4.00 each.

No. 1831, 31 in. wide, 42 in. long, 40 in. high, \$5.75 each.

We can fill your orders promptly.

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This Desk solves the Laboratory problem for schools where many students must be accommodated in a limited space. Its economical cost brings it within the reach of limited appropriations.

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E. N. Canine, of the Board of Education, East Chicago, Ind., writes: "Our Chemical and Physical laboratories are equipped with Kewaunee furniture. We were so well satisfied with the first installment that we had no hesitation as to what to get and where to get it when we needed additional furniture."

Complete information on request. Just ask for Catalog A.

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PHYSICAL TRAINING IN OAKLAND. Innovations in Progress.

The broad scope of the physical training offered in the schools of Oakland, Cal., is reflected in a recent statement made public by the local Bureau of Educational Research.

The Physical Training Department, which is under the direction of Mr. G. H. Pfund, includes six assistant directors who supervise the work of the classroom teachers, in addition to conducting the gymnastics and athletics in the high schools.

The work of the Department is carried along six different lines. The most important work, of course, is the physical improvement of the pupils. This is provided thru weekly gymnastics given one hour each week by the regular teachers according to a carefully prepared system. Breathing exercises are given daily in all of the classrooms for strengthening the muscles of the lungs, chest, and abdominal walls, and for enlarging the chest cavity and the lung capacity of children. The exercises are given at such times that they may provide a relaxation from the regular work of the classes and may be of the most value to the children.

Directly in connection with the regular physical improvement exercises, special preventive exercises are compulsory in all classrooms to counteract the tendency to stooped shoulders and depressed chests. These are emphasized by the teachers who are under instructions to observe children who have tendencies in this direction.

An important aspect of the physical education, summarizing all of the regular routine work, and giving a basis for judging its value, is to be found in the yearly examinations which are made by the physical directors to judge of the general development of the children and to observe particularly their posture and lung development. Additional examinations for the lungs are made semi-annually. The results of all these examinations are kept on cards which are submitted to the parents for signatures and

are then filed in each school with the pupil's scholastic record. Whenever a child is transferred from one school to another, his record of physical examinations accompanies him so that his physical progress may be traced progressively and will always be available to his teacher.

The records are tabulated by the Physical Training Department so as to show the results of the exercises so far as that factor can be separated from the phenomena of natural growth. The records have now been kept continuously since 1908 for lung development and since 1911 for posture. The tabulation of the three years, as regards straight spines, is interesting:

In 1911, 68%, or 10,880 pupils were normal in this respect; in 1912, 78%, or 12,480 pupils were normal; in 1913, 80%, or 12,800 pupils had sufficiently straight backs to be classified as "normal." This means an improvement of 12%, or 1,920 pupils in three years as regards their posture.

The athletics promoted by the department have made the Oakland schools unique among the cities on the Pacific Coast. Altogether in opposition to the usual idea of training a small number who are particularly fitted to play football or take part in track and field events, the Oakland schools place especial emphasis on all-round athletics which are calculated to provide the greatest benefit for all the children. Last year over 6,000 boys and girls competed in group and individual events in the elementary schools. The athletics are conducted thru a league in which every grammar-grade pupil is enrolled. Last year, a pocket hand book was issued by the league and 8,000 copies were distributed. This hand book contained:

1. An appeal to boys and girls to develop the body as well as the mind.

2. Rules and Regulations for the participation in athletic events, and suggestions for training.

3. An outline of the three forms of athletics promoted, namely: School athletics, in which not less than 80% of a whole school takes part; Individual athletics, and Team athletics.

4. A description of individual and school events, there being ten for boys and six for girls, each with a definite physiological aim; 6,000 out of a total of 7,000 pupils took part in these events last year.

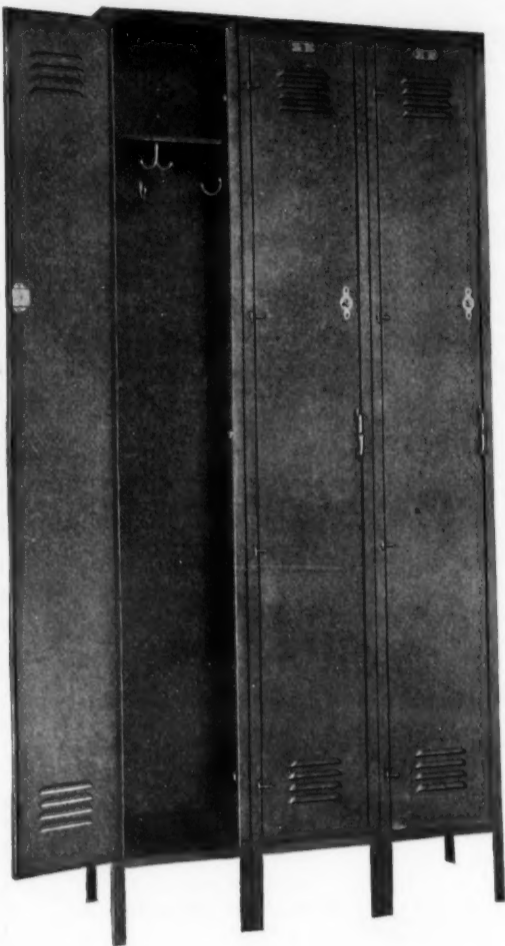
In team athletics, 26 boys' teams and 26 girls' teams competed in basketball and 26 boys' ball clubs played a series of games for the championship of the city.

Gold, silver and bronze medals were issued and 127 children received gold medals for 90% requirements in all-round athletics during 1913, while 694 were issued in 1914.

For improving the teaching of physical training all teachers in the Oakland schools have been permitted to attend classes in written exercises and general gymnastics and games. The directors of the department conduct these classes in the afternoon and evening in the high-school gymnasiums and the attendance included a majority of the teachers even tho the classes were purely voluntary. Particular attention was given to physical defects and their correction. The department has in consideration a large number of improvements in the work of physical training and proposes to purchase, in the near future, simple apparatus for the examination of the children and for preventive and corrective exercises.

The department is planning to undertake at once the offering of free courses in swimming to all teachers who wish to avail themselves of the opportunity. The only expense connected with the courses will be the cost of a bathing suit, and the cost of admission to the swimming tanks where instruction is offered.

An elementary course in the technique of swimming will be offered to all who cannot swim and a more advanced course for those who



YOU can best teach your pupils the principles of order and neatness when you give them the proper facilities to carry out your instructions.

Durand Steel Lockers afford a clean, convenient place for clothes and other articles; prevent theft, losses and confusion, encourage order and neatness and help to prevent the spread of contagious diseases.

We have specialized in the manufacture of steel lockers for schools for many years. This long experience in studying your requirements, and our extensive plant and facilities for manufacture, enable us to give you the lowest prices consistent with the highest quality of material, design and workmanship.

Write for our catalog showing various installations. We have just the lockers for your needs.

DURAND STEEL LOCKER COMPANY

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can swim, but who wish to master the art so as to teach others, to save drowning persons, etc.

Among the other innovations which are proposed by Mr. Pfund, are a spectacular mass drill in which over 8,000 grammar-grade pupils will participate. An enormous American flag is planned and a great mass drill representing the California poppy, is proposed.

During the coming year extensive playground work will be undertaken in co-operation with the superintendent of playgrounds of the city of Oakland.

A GO-TO-SCHOOL DAY.

(Concluded from Page 22)

day." In other words, try as hard as we might the day would not be exactly like other days. But I said to him, "Well, Brown, it will be a good thing to have your parents know how well you can do when you do your best."

I took the local newspapers into my confidence and we began a systematic plan of advertising. They commended the work of the schools and discussed at length some of the improvements which had been made. Each week some reference was made to our special visiting day. About a week before the day set we devoted one of the language periods in each room to the writing of little notes of invitation to the parents. Large cards heralding the event were placed in the show windows of the principal business houses. We did everything we could think of to attract people's attention and interest.

As additional inducements, we arranged for a traveling art exhibit during the week. Furthermore, we announced that the girls of the Domestic Science Department would hold a candy sale on Go-To-School Day and also serve sherbet and cake. So we really killed several birds with one stone. The art exhibit cleared enough money to buy some excellent copies of

famous masterpieces—to say nothing of the inestimable enjoyment and education derived from the exhibit. The girls earned enough money to buy a set of silverware for their dining table.

But the original plan for visitors was the most successful of all. We had scores of them—many of whom confessed that they had never been inside the building since they had left its doors as graduates years before. One teacher reported 25 visitors during the afternoon. This was remarkable for a town of a thousand people. Not only did we have a large number of visitors that day, but some of them came again before school closed for the summer.



CHARLES H. LUGG,
State Superintendent of Public Instruction for South Dakota,
Pierre, S. D.

Altogether, the teachers and I were well pleased with our efforts. Some of the daily papers had editorials on the innovation and several of the school journals had articles commending the new idea. This year I expect to utilize the scheme again, except I shall extend the scope of it and have a Go-To-School Week or Patrons' Week.—Leon O. Smith, Superintendent of Schools, Onawa, Iowa.

DEPARTMENT OF SUPERINTENDENCE CONVENTION.

That the annual convention of the Department of Superintendence, to be held next February at Cincinnati, will be an undoubted success is predicted at this early date not only by officers of the Department, but also by local authorities interested in promoting the same.

The dates for the meeting have been fixed for February 22-27 inclusive, and the Hotels Gibson and Sinton have been chosen as joint headquarters. The hotels are located on opposite sides of Fourth St., within a few steps from one another, and will be used for the Round Tables and sectional meetings. The general sessions will be held in the Cincinnati Music Hall, and the registrations will be made by Secretary D. W. Springer in the Gibson Hotel.

Mr. Edward D. Roberts, Assistant Superintendent of the Cincinnati schools, is chairman of the local committee which is preparing the necessary details for the gathering, and all communications concerning local affairs may be addressed to him. Secretary Springer has already begun negotiations with the railroads and will undoubtedly secure the same favorable concessions which he obtained for the Richmond meeting. President Henry Snyder, Superintendent of Schools, Jersey City, has practically completed the program for the meeting.

A Pleasing Invitation to School



A LIVELY FAR-REACHING BELL upon the schoolhouse is an unfailing incitement to punctuality, an efficient urger to the tardy. The deep, mellow tone of the Fredericktown School Bell is a summons urgent yet beautiful in its quality.

Fredericktown Bells are strong, and durable in all climates. The sweetness of their tone, and the great distance at which they can be heard have given them a world-wide reputation. They improve with age; and it is a fact that the volume of sound and purity of tone are increased as the bell is used.

Write today for our Booklet:
"The Fredericktown Bells"

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"McIntosh Lanterns are Honest Lanterns"

Efficiency—results on the screen. That's what you pay for—want—and have a right to expect.

The first consideration in designing and building McIntosh Honest Lanterns is efficiency. It is assured by right design and optical precision. 150,000 Slides for sale or rent.

Catalog of Lanterns and Slides on request.

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SCHOOL LAW



School Lands and Funds.

The Minnesota general statutes of 1913 (§ 2696), providing that, when a new school district is formed from part of an existing district, the funds shall be divided, applies to all the money in the treasury at the time of the organization of the new district including a building fund for the construction of a new schoolhouse in the old district.—State vs. Board of Com'rs of Wright County, Minn.

Since the division of funds pursuant to the Minnesota general statutes of 1913 (§ 2696), between the new and old districts, where a new school district is formed from an existing one, is the act of the legislature and not of the county commissioners, a division of a building fund pursuant thereto is not unlawful diversion of funds raised for a specific purpose.—State vs. Board of Com'rs of Wright County, Minn.

School District Government.

Under Hurd's Illinois revised statutes of 1913 (c. 122, § 128), the term of office of appointees of a board of education runs from the date of their appointment.—People vs. Reinberg, Ill.

Where a mayor authorized to appoint a board of education procured at his request an undated resignation from prospective appointees, and the appointments were subsequently made, the resignations, tho not recalled by the appointees after their appointment, were ineffectual.—People vs. Reinberg, Ill.

School District Property.

The Texas revised statutes of 1911 (tit. 48, c. 15), authorizing the trustees of a school district to contract for the construction of school buildings, carried with it authority to require bond for faithful compliance with the contract, and incidentally to protect the laborers and ma-

terialmen.—N. O. Nelson Co. vs. Stephenson, Tex. Civ. App.

That the 33rd legislature (acts of 33rd legislature of Illinois, c. 99) enacted a law requiring any person contracting with a school district for the building to give a bond to pay for labor and material did not prove want of previous authority to require such a bond.—N. O. Nelson Co. vs. Stephenson, Tex. Civ. App.

A school building contractor's bond to the school district and all parties furnishing labor or materials, for the payment of all debts incurred, insured to the benefit of the laborers and materialmen, any of whom could sue thereon in his own name.—N. O. Nelson Co. vs. Stephenson, Tex. Civ. App.

Teachers.

A school teacher who testified that she always made a correct record of the age of the children in her room as furnished by them, but that she had no independent recollection of the age of a child, could testify to the age of the child by referring to the memorandum made by her.—Sorell vs. State, Tex. Cr. App.

Under the Texas revised statutes of 1911 (art. 2780 and 1512, of the Penal Code, and § 122, c. 96, of the 32nd legislature), relative to teacher's certificates, first-grade certificate granted by county superintendent and not by the state superintendent, Held void, and where teacher, when contracting, had no other certificate, the contract was void, tho he subsequently obtained a first-grade certificate from the state superintendent.—Richards vs. Richardson, Tex. Civ. App.

Under the Alabama code of 1907 (§§ 1353, 1355, 1701), the mayor and councilmen of a town have no authority to employ a teacher, unless there is no board of education in the town, and a teacher relying on such a contract must show the absence of a board of education.—Town of Coffee Springs vs. Glover, Ala. App.

Under the Maryland code of public civil laws (art. 77, §§ 11, 55, 125) and by-laws, rules and regulations of the state board of education (art. 3, § 7), the state board of education has authority to review the action of the county school commissioners in discharging the principal of a high school, altho that power is not expressly given.—Board of School Com'rs of Prince

George's County vs. Manning, Md.

The order of the state board of education directing the county board to reinstate a high school principal is final, and courts cannot pass upon the merits of the controversy for the purpose of affirming or reversing the decision of the state board.—Board of School Com'rs of Prince George's County vs. Manning, Md.

The courts cannot review the decision of the state board of education that no sufficient reason was presented in support of a motion by a county board for a rehearing of an appeal by a high school principal from an order of the county board discharging him.—Board of School Com'rs of Prince George's County vs. Manning, Md.

Pupils.

A regulation of a city board of education requiring pupils, as a condition of admission, to submit to a physical examination Held not invalid, as constituting an unreasonable violation of a personal right.—Streich vs. Board of Education of Independent School Dist. of City of Aberdeen, S. D.

A regulation of a city board of education requiring, as a condition to admission, that each pupil furnish a physical report based upon a physical examination by a physician Held valid, conceding that it was a matter of government relating to the health of the pupils, and tho the legislature has delegated to the board of health and medical examiners certain police powers as to health.—Streich vs. Board of Education of Independent School Dist. of City of Aberdeen, S. D.

Such regulations Held not invalid, as adding to the qualifications for admission prescribed by law.—Streich vs. Board of Independent School Dist. of City of Aberdeen, S. D.

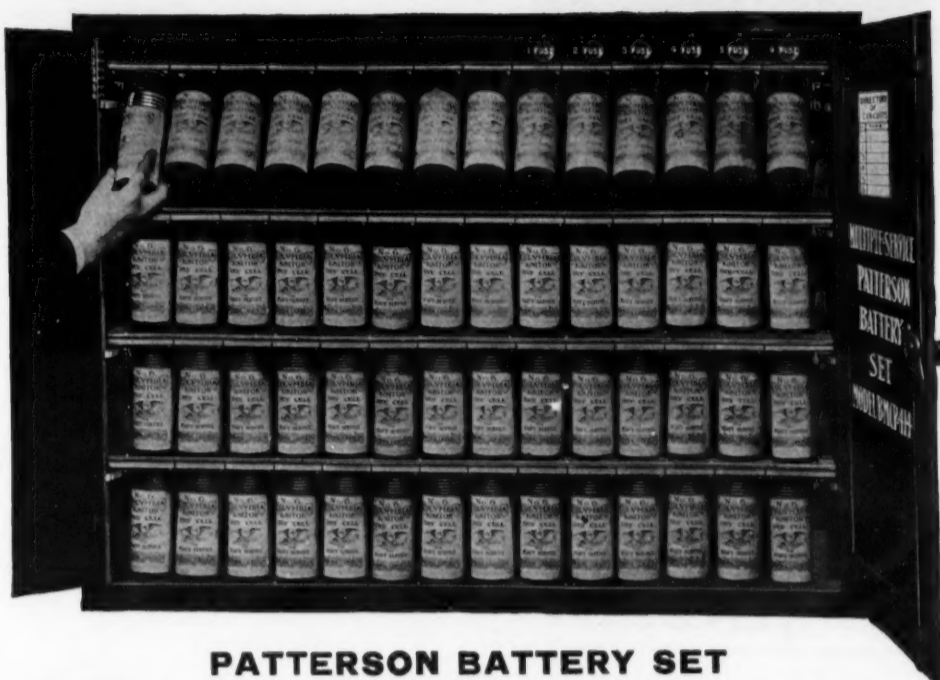
That physical culture, athletic exercises, and the cultivation of vocal talent are not required to be taught in the public schools Held not to render invalid such regulation.—Streich vs. Board of Independent School Dist. of City of Aberdeen, S. D.

Also Held not invalid on the theory that such examination might result in mental suggestion of diseases, which might cause disease.—Streich vs. Board of Independent School Dist. of City of Aberdeen, S. D.

PATTERSON BATTERY SETS



Patterson-Columbia
Screw Top Cell



Patterson-Columbia
Screw Top Cell

PATTERSON BATTERY SET MODEL BMCP-414—SURFACE STEEL CABINET for SCHOOLHOUSE SIGNALLING

A PATTERSON BATTERY SET for the operation of school Program-Clocks, Fire Alarm Systems, etc., will, under average conditions, save its entire cost in 2 years' time!

Don't go to the expense of installing storage batteries, A. C. Rectifiers, etc., for such a plant always requires the supervision of a technical electrical man to keep it in good operative condition.

If you'll order a **PATTERSON BATTERY SET** installed in your schools, you can do away entirely with technical supervision and care of the battery operating your Program-Clocks, Fire Alarm Systems, etc., — once a year will a **PATTERSON BATTERY SET** require a few minutes' attention at the hands of the janitor or porter.

With a **PATTERSON BATTERY SET**,—a centralized Steel-Cabinet—under lock and key—no circuit wires have to be disconnected or re-connected, and the renewal of the cells is as easy as the renewal of an incandescent lamp, and tho done quickly, by the most inexperienced person, without tools or technical knowledge, can be done in only one way, and that the right way!

A **PATTERSON BATTERY SET** will not only furnish the electrical current necessary for your Program-Clocks, Secondary Dials controlled by Master Clocks, and general Fire-Alarm signals, but will do every class of signal work which a school building may require.

We solicit correspondence on the **PATTERSON BATTERY SET** proposition for replacement of old-style battery sets in schools where Program-Clock apparatus has already been installed, as well as for new work where specifications are being written.

We'll gladly forward copy of Catalog 418, describing in detail full line of Patterson Battery Sets.

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"SWEETS" 1914—SEE PAGES 1680 to 1685—"SWEETS" 1914



STATISTICS have a dry way of talking—but their message counts. Hence when we say that more schools are using

SPENCER TURBINE VACUUM CLEANERS

than any other make, we can provide statistics with a very human appeal. Behind them stands the seasoned judgment of practical builders and school administrators who chose the Spencer System alone on its tried and proven merits for efficiency, simplicity and economy.

With the remarkable patented Spencer swivel tool one man can cover more ground, more quickly with better results than by any other method. The powerful suction absorbs not only dirt and dust, but it draws out larger litter and rubbish from every crack and cranny in its rapid course.

The Turbine itself, being constructed with but a single running part, is operated at a minimum of wear and tear on a minimum of power. At all times it gives a vacuum of uniform power and efficiency in the most remote parts of the largest buildings.

Thus the Spencer System reduces janitor expense and operating cost while providing a service of unvarying efficiency.

We have some valuable literature, both technical and otherwise, on cleaning by the Spencer System. We will gladly send it, with lists of more than one thousand installations, on request.

**The Spencer Turbine
Cleaner Co.**

620 CAPITOL AVE.
HARTFORD, CONN.



3 H. P. 1-Sweeper Outfit

HANDLING CREDITS FOR PRIVATE STUDY.

The success of a system of school credit for private music study is reported in a recent document issued by Supt. Wilson Tout of North Platte, Neb.

The plan was introduced by Mr. Tout in 1910, and has given unvarying satisfaction due to the wise regulations which have safeguarded both students and teachers. During the four years, 21 boys and 125 girls have successfully studied instrumental and vocal music for which school credit has been given. The rules as laid down by Supt. Tout read as follows:

The board of education may accredit teachers of vocal or instrumental music who have shown marked ability as teachers in these special lines. Institutions and schools will not be accredited but only individual teachers of such schools or institutions or individual teachers not connected with such schools or institutions.

Accredited teachers will give standard courses and standard selections for study. The exact course and method of study is left to the individual teacher's judgment but the board of education maintains its right to give examinations to the pupils of teachers suspected of not having a high standard, before giving them any credit. Also its Certificate of Accreditation may be withdrawn from teachers violating any of the regulations herein given covering their work.

Pupils wishing credit in music must select their own teachers from among those approved by the board of education and must make all arrangements with them as individuals. Neither the school nor its authorities will make such arrangements nor assume any liability or responsibility whatever. Pupils must pay the teacher directly and not thru the school or its authorities.

Not more than two half-hour lessons a week may be given for credit. The lessons may be more than half an hour in length but not less. When a lesson is missed for any reason, three lessons must not be given during any other week.

Two hours' practice each week day or six hours' preparation is required for each lesson. No lessons may be given on the Sabbath.

When a lesson is given it should be marked satisfactory or unsatisfactory by the teacher. Full payment should be demanded in either case. When 32 satisfactory lessons have been given the credit blank (Form 3) should be mailed to the superintendent. This blank should not be given to the pupil to hand to the superintendent. Grades should be marked as follows: A 95 to 100, B 90 to 95, C 85 to 90, D 80 to 85, E 75 to 80, F below 75.

Pupils taking music for credit may be excused from school for the two periods required each week, if such periods do not conflict with the regular work of the pupil and if they are approved by the principal of the high school. It is not necessary that school time be used in order to receive credit. Pupils may take music during vacations but not more than two points credit for music can be entered on the records for any one year.

In order to get one point of high school credit, the 32 lessons must be taken from the same teacher. Under no conditions will credit be given where a change of teachers is made during the taking of the 32 lessons. Teachers must not use substitutes when out of the city or when sick or for any other reason.

No credit will be entered for pupils during the year in which they graduate.

In connection with the rules three blank forms have been drawn up as follows: Form 1 is a notice to the teacher and reads as follows:

To Any Accredited Teacher of Music:

.....a student in North Platte High School, wishes to take private music lessons on the This student will be given high school credit for this work after the proper reports have been received from you. It is understood that this permit covers this semester only and is void after one high school credit has been received. Please fill out at once and send by the student, a copy of the enrollment blank (Form 2) and when the 32 lessons have been completed in a satisfactory manner, send a copy of the credit blank (Form 3) BY MAIL or DELIVER IN PERSON. (Never send the credit blank by the student.)

Signed.....

Date.....

Form 2 is an acknowledgment of the enrollment of a student and reads:

To.....

I have enrolled..... a student in North Platte High School for private music lessons on the..... This student will take lesson a week, the lessons to be given at (hour)..... on (days of week)..... and Not more than two lessons a week will be given, each to be of thirty minutes. I am to assume all responsibility for collection of all charges and in no case will I hold the North Platte City Schools responsible for any amount.

Signed.....

Date.....

Form 3 is a credit slip containing space for the student's name, space for the dates when lessons were given and signed certificate of the grade which the student has earned. The blank must be forwarded to the school authorities by mail and may under no conditions, be given to a student.

Publish Fortnightly Bulletin.

The New York State Education Department has begun the publication of a fortnightly "Bulletin to the Schools".

The first issue contains a message from State Commissioner John H. Finley to the schools of the state, urging the teachers and students to avail themselves to the utmost of the blessings of peace which we are enjoying when the greater part of the civilized world is engaged in the most horrible war in the history of the world. The bulletin contains the program for the annual State University Convocation, information about a proposed annual school day, important legislation affecting the schools, the state exhibit at the Panama-Pacific Exposition, etc.

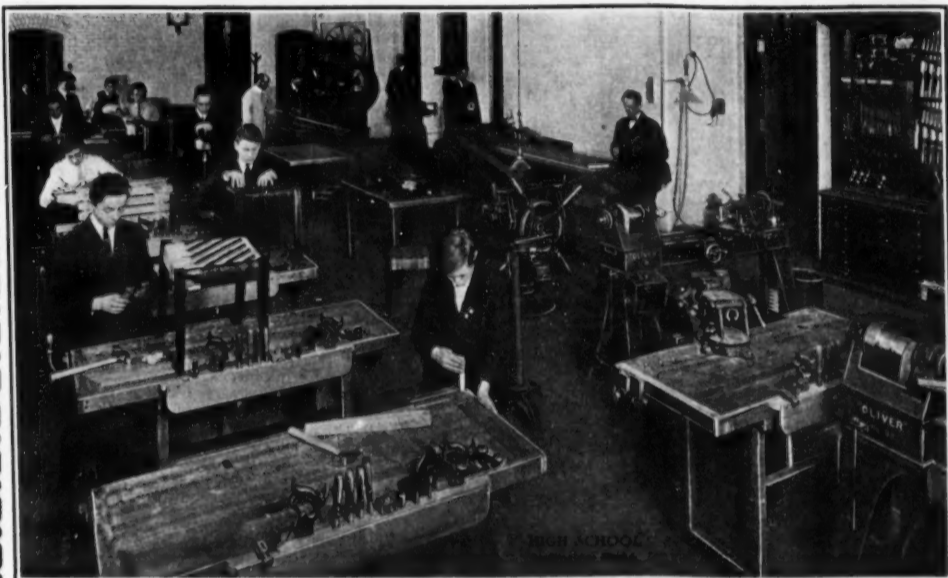
The bulletin is printed on one side, and a bold-faced type is used so that it may be posted for the benefit not only of teachers, but also of the pupils.

WAR BULLETIN

The best way to keep OUR COUNTRY NEUTRAL is to stop talking about the WAR and do more talking about the needs of our BOYS. HURRY UP and equip your schools with good tools. Set high standards for the boys to work to. Help them find themselves—Give them the right start, and do it quickly.

OUR INDUSTRIES are going to need men who have had the right school TRAINING. MANUAL, VOCATIONAL or INDUSTRIAL EDUCATION—Call it what you please—Helps to teach the boys to respect the GOOD MECHANIC.

THIS IS YOUR GREATEST OPPORTUNITY to help develop the coming builders of our country. WHAT STEPS ARE YOU TAKING IN THIS GREAT WORK? WE CAN HELP YOU. TRY US.



Put an OLIVER equipment in your high school and watch the LITTLE FELLOWS go to it. It's a sight worth more to see than a trip to Europe, and means more for the future of the boys, as well as the manufacturers of the country than it is possible to estimate. There's no time to spare. This is a RUSH job. Write at once for suggestions. We are ready right now.

Oliver Machinery Co.
GRAND RAPIDS, MICH.

School Board News

ILLINOIS SCHOOL BOARDS TO MEET.

The annual meeting of the State School Board Association and of the City Superintendents' Association of Illinois will be held at Urbana on November 18 and 19. The program committees of these two bodies have worked together and have planned a very strong list of topics and speakers.

This meeting occurs at the time of the annual High School Conference at the University of Illinois and that week ought to prove a great one for the schools of Illinois. Never before have so many great speakers been brought together for anything less than the National Education Association and never have the needs of the schools of Illinois received such careful consideration as will be the case at these sessions.

Every school system in the state ought to send to this meeting as delegates the superintendent of schools and at least one member of the Board of Education. No board could make an expenditure which would give larger returns to the schools and to the children of their community.

Program City Superintendents' Association of Illinois, Urbana-Champaign, November 18 and 19, 1914.

Wednesday, Nov. 18, 2 P. M.

Address by S. A. Courtis, of Detroit, of Courtis Tests fame.

Topic to be announced later.

Round table discussion following address. 4 to 6 P. M.: Tour of the University grounds.

Wednesday, 8 P. M.

Joint session of City Superintendents' Association and State School Board Association.

Topic—Legislative Needs—Led by Mr. F. E. Williamson, member Board of Education, Urbana.

Discussion by Supt. H. S. Magill, Springfield.

Reports by members of School boards from twelve Illinois cities.

Thursday, Nov. 19, 9 A. M.

Address—The Rating of Teachers—Supt. R. G. Jones, Rockford.

Discussion by Mr. A. C. Joyce, Chicago.

Business session. Election of officers, reports of committees, etc.

Thursday, 2 P. M.

Joint session with School Board Association.

Causes of Failures of Teachers—Dr. L. D. Coffman, University of Illinois.

Vocational Education and the State—Dr. Eugene Davenport, University of Illinois.

The annual High School Conference between the University of Illinois and its accredited high schools will open its sessions on Thursday evening and continue until Saturday noon. All superintendents and board members are invited to attend any or all of these meetings.

The officers of the two bodies are:

Officers Illinois State School Board Association. President—Joseph W. Wall, Quincy.

Vice-President—R. E. Woodmansee, Springfield.

Secretary—Mrs. G. A. Stover, Oak Park.

Treasurer—A. Robertson, Granite City.

Executive Committee—

Joseph W. Wall.....Quincy

R. E. Woodmansee.....Springfield

Mrs. G. A. Stover.....Oak Park

A. Robertson.....Granite City

Ross Mickey.....Macomb

J. R. Kellogg.....Woodstock

Program Committee—

J. O. Engleman.....Decatur

G. W. Gaylor.....Canton

Mrs. Jennie Campbell.....Monmouth

Legislative Committee—

F. E. Williamson.....Urbana

Mrs. M. K. Gerrmann.....Quincy

G. F. Smith.....Peoria

School Revenue Committee—

J. R. Booth.....La Harpe

J. R. Kellogg.....Woodstock

M. T. Hunt.....Warsaw

Resolutions Committee—

G. F. Smith.....Peoria

Dr. O. L. Bates.....Camp Point

J. R. Booth.....La Harpe

Membership Committee—

Allan D. Welch.....Rock Island

Mrs. G. W. Thompson.....Galesburg

James T. Lummis.....Augusta

Press Committee—

L. P. Frohardt.....Granite City

Mrs. Constance E. Ellis.....Quincy

H. H. Kingsley.....Evanston

Officers City Superintendents' Association of Illinois.

President—R. G. Jones, Rockford.

Vice-President—J. G. Moore, Paris.

Secretary—L. A. Mahoney, Rochelle.

Treasurer—A. S. Anderson, Mt. Carmel.

AMONG BOARDS OF EDUCATION.

The New Jersey Department of Public Instruction will conduct a survey of the schools of Hoboken, N. J., during the fall and winter months. The sum of \$1,200 has been appropriated to defray the expense of outside assistance. The Department has, also, begun surveys at Hackensack and Princeton, N. J.

The school board of Quincy, Ill., has opened an ungraded room in the Franklin School for all pupils who have been retarded for any reason. A second room will be established in February of next year for the benefit of subnormal children.

Winona, Minn. The school board has ordered that the United States flag be kept flying over all the city schools from the opening until the closing of the school year.

The school board of Boston, Mass., has adopted a resolution providing for an appropriation of not more than \$1,000 for motion-picture entertainments in public school buildings not used for school centers.

The pupils' record system, advocated by the National Education Association, has been introduced in the schools of Louisville, Ky., after a year's trial in one building. The card used is an adaptation of the National Education Association card, particularly suited to local conditions.

Mena, Ark. A rule has been adopted providing that children must be six years of age before they can be admitted to the schools, and no child will be admitted more than three weeks after the opening of the school year.

LUXURY vs. NECESSITY

IN the evolution of mankind the new has always been considered a luxury and the old a necessity. Mankind has not changed even to this day.

Take the Tallow Candle vs. the Arc Light

" " Oxcart vs. the Automobile.

" " Scythe vs. the Binder.

" " Messenger vs. the Telephone.

" " Slingshot vs. the Howitzer.

" " Broom vs. the Vacuum Cleaner. Ah yes, we still think of it as a luxury. We still leave its adoption to the rich corporation and the multi-millionaire. When in reality it's a downright everyday necessity.

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Providence, R. I. The school board has adopted a resolution providing for the placing of signs warning traffic in the vicinity of school buildings. The police commission has been asked to station patrolmen at the dangerous crossings during hours when children are passing to and from school.

Rockford, Ill. A room for ungraded pupils has been opened under a special teacher. The pupils for this department are selected by the principals, with the consent of the parents. A careful study is made of each pupil and an effort made to remove the cause of backwardness.

H. DeWitt Dobbs has been unanimously re-elected president of the board of education of New Rochelle, N. Y. Mr. Dobbs has served nine years as a member of the Board, and has just been reappointed for a three-year term. Mr. Dobbs is a good example of the public-spirited New York City businessman who gives unsparingly of his time and energy to the welfare of public-school interests.

Grafton, W. Va. In accordance with action taken some time ago, the school board has instituted a series of educational addresses to be delivered before the high-school students by prominent men in the various trades and professions. The first of the series was recently delivered.

Mr. E. E. Paul has been reappointed to the board of education of the City of New Rochelle, N. Y., for a term of three years, from September, 1914. Mr. Paul, who is president of the E. E. Paul Building Company at New York City, is another example of what New York City businessmen are doing to help bring the public schools of the suburban cities in which they happen to make their homes up to the highest standard of efficiency. As chairman of the Committee on Buildings and Grounds of the board of education, Mr. Paul has given liberally of his time and energy to the task of making the New Rochelle school buildings models for other cities to follow.

The board of education of Detroit, Mich., has appointed Mr. S. A. Courtis as Supervisor of the newly created Department of Educational Research. Mr. Courtis will measure the efficiency of pupils in arithmetic, spelling and writing; establish standards of progress based on the

average accomplishments of the children, and compile data and exact information for the use of the superintendent and other school authorities.

Richmond, Cal. The school board has purchased an automobile for the use of the board members and the superintendent of schools.

Rahway, N. J. Upon the recommendation of the superintendent, the school board has provided a series of lectures on modern methods of housekeeping and marketing for women, and on subjects of interest to the citizens in general. In the majority of cases, the lectures will be given in the evening. It is provided, however, that in cases where the lectures would be of interest to high-school students, they may be delivered in the afternoon and repeated in the evening for adults. The board has, also, appropriated \$100 for a series of lectures on educational and literary subjects to be given afternoons and evenings under the auspices of the local teachers' club.

Pittsburgh, Pa. Upon the recommendation of Supt. W. M. Davidson, the school board has discontinued the two sets of teachers in schools where the crowded conditions require "double shifts" of pupils. Twenty-four instructors will take both morning and afternoon classes in the 24 rooms where this is necessary. They will receive \$100 in addition to their present salaries to compensate them for the extra work. The change will make a saving of nearly \$10,000.

Boston, Mass. The office of Supervisor of Probationary Pupils has been created by the school board. Mr. George C. Minard has been appointed and will act as special representative of the attendance department at all hearings of cases brought before the juvenile or district courts, and will have under his charge the supervision of attendance at school of children who have been released from the parental school.

Waco, Tex. Under the direction of the regular teachers, noonday lunches have been put into operation in the schools. The school board provides the equipment and the teachers are responsible for the service.

Red Bluff, Cal. A stage service, between the city and the suburb of Cortland Park, has been provided for the benefit of students who must travel to and from school.

Marinette, Wis. The school board has entered into an agreement with one of the local motion-picture theatres, by which the house will be placed at the disposal of the high-school faculty one afternoon each week. Students of the school will meet at the building and view a special educational program.

Detroit, Mich. The school board has opened special classes in three schools for over-age children, providing instruction enabling them to gain a year in the grammar grades. The instruction is confined to the regular elementary subjects to the exclusion of music, drawing and writing. Similar classes are planned for especially bright children whose capacity for learning makes rapid advancement possible.

Mr. Charles B. Perkins, on October first, resigned as a member of the Boston Schoolhouse Commission. He has been succeeded by Mr. William J. Hennessey.

Meridian, Miss. The school board has fixed the tuition of non-resident pupils in the grades at \$2.50 per month, and in the high school at \$4.

A report of the compulsory education department of the Chicago board of education shows that the population is 2,437,526, with 1,245,741 male persons and 1,191,785 female persons. Those under twenty-one years of age are estimated at 954,413.

A classification of the population by ages is as follows: Under four years, male, 111,235, and female, 101,636; four to seven years, male, 87,860, and female, 85,381; seven to fourteen years, male, 142,963, and female, 142,915; fourteen to sixteen, male, 44,479, and female, 44,387; sixteen to 21 years, male, 34,033, and female, 99,524.

Of the entire population, 806,668 are of American parentage and 876,288 of foreign parentage; 754,570 were born in this country, but are the children of foreign-born people.

Chicago, Ill. The committee on buildings and grounds of the board of education, has voted to withdraw from the provisions of the employees' liability act. The action leaves the board free to decide whether or not it will compensate employees injured, unless the matter is decided against the board in the courts.

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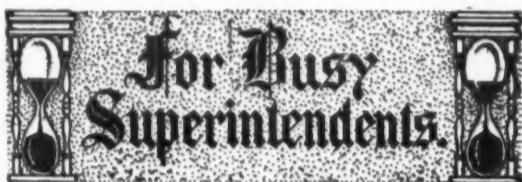
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See "Sweets" Page 944.

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A LOOSE-LEAF COURSE OF STUDY.

Supt. W. R. Curtis, of Kewanee, Ill., has recently completed the publication of the course of study for the Kewanee school in loose-leaf form.

The entire detailed outlines for the grades, and the summaries for the high-school courses, have been arranged on sheets of thin, durable bond paper, 8 by 10½ inches in size, printed on one side only. As far as possible, each sheet contains the outline of a subject for an entire year so that it is complete in itself.

When any changes, corrections or additions are necessary in any part of the course, any sheet can easily be withdrawn and replaced by a new one. The course of study is, therefore, changing continually and is at all times complete, up-to-date, and free from irrelevant and useless material. The sheets are numbered so that every revision can be easily slipped into place.

All bulletins and other supplementary documents, issued by the superintendent and the supervisors, as permanent directions for teachers, are printed on paper uniform with the course of study so that they may be bound with it. The sheets of the course are punched so as to fit a standard loose-leaf binder which serves, also, as class register.

The plan has been enthusiastically received by the teachers, and is expected to greatly reduce the cost of printing and binding the courses biennially.

ENLIVENING TEACHERS' MEETINGS.

To make the monthly meetings of the teachers of Selma, Alabama, of greatest value not only to individual instructors but also to the schools as a whole, a series of six topics has been assigned for study and report to six groups of teachers. The topics which have been chosen

by Supt. Arthur F. Harman, relate especially to problems which are of current local, as well as general interest. They are:

- Promotions.
- Illiteracy and How to Destroy It.
- The Health Problem.
- Industrial and Vocational Education.
- Play and Playgrounds.
- Community Life and the Schools.

The six groups, consisting of five teachers each, met at a preliminary conference in October, in which the method of study, the scope of the problems and the relations of the groups were outlined. Further conferences will be held by each group at the direction of the respective chairman so that every detail for completing and presenting the studies may be completed.

It is proposed that each of the topics be outlined in a questionnaire to be sent to superintendents and other educators so that definite information about the practice the country over may be obtained. In addition, current educational literature, in the form of magazine articles and books, will be studied and the opinions of local teachers will be asked.

A questionnaire concerning the first topic, Promotions, indicates that the teachers mean to study the problems intensively from both the pedagogical and the administrative standpoints.

BUSY SUPERINTENDENTS.

The seventh and eighth grades of the public schools of Bismarck, N. D., have been combined in the North Ward School as a modified Junior High School. Four teachers have been delegated to this school as departmental teachers.

Acting Supt. Wm. C. Jacobs, of the Philadelphia public schools, has placed a ban on all discussions of war topics by teachers and pupils during school hours. History and geography of European nations is to be passed over, and a spirit of strict neutrality is to be maintained in and about the school buildings. If the war is discussed in classrooms, there will be danger of extending the conflict to every corner of the school-yards by the partisans of the allies and the opposing forces. It was also believed that the war talk would fill the children's minds with names and maps of countries which might soon be removed.

Upon the suggestion of Supt. F. E. Clerk, the school board of Clinton, Mass., has put into operation, a form of departmental work for the seventh, eighth and ninth grades. Three divisions are combined in one building and pupils are grouped according to the vocation they expect to follow. Pupils who do not expect to continue their education in the high school are separated from those who do, and the instructors are divided as nearly as possible according to the respective subjects taught.

New Britain, Conn. Supt. S. H. Holmes has recommended to the board the reorganization of the high school into departments with a recognized head over each. The head of such a department would be a teacher of exceptional ability. The change has been advocated as a remedy for the burden of supervisory duties imposed upon the superintendent by reason of the growth in the school.

Sioux City, Ia. Supt. M. G. Clark has recently issued orders to the principals of the respective schools, requesting that fire drill practice be resumed in each building. The signal may be sounded by the principal, janitor or fire chief. Drills are required at least once each month.

Cleveland, O. Supt. J. M. H. Frederick has recently instructed principals to distribute free textbooks to indigent pupils with as little publicity as possible. In the circular to principals, he wrote: "Provision has been made for supplying textbooks free to pupils whose parents are unable to purchase them. The fact that a pupil is given the books should not, however, be permitted to humiliate the child in the eyes of his thoughtless schoolmates. I do not question the good judgment of principals or intimate that the feelings of children have been disregarded in the past. The purpose is to avoid anything of the kind in the future."

Under the direction of Supt. Charles Foos, a new system of markings for grades above the third, has been put into operation at Reading, Pa.

The subjects for the grades represented are grouped under five headings, consisting of mathematics, English, history, and civics, science and arts. The first includes arithmetic and algebra; the second, grammar, spelling and reading; the third, the study of governments and founding of

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nations, and colonization; the fourth, geography and hygiene; and the fifth, drawing, writing, music, physical and vocational branches.

For the three lower grades reports on work will cover the usual subjects of the elementary grades and markings will be designated as excellent, good, fair or poor. Reports will be issued every six weeks.

State Superintendent W. H. Smith of Mississippi, recently set aside a week for the study of Mississippi products, in the schools. Mr. Smith is of the opinion that the study of home products is in line with the "Grown in Mississippi" movement and that the ultimate solution of the problems of state development must come thru education, and begin with the children. The state department, in co-operation with other agencies, supplied outlines and suggestions for use in the schools.

Braddock, Pa. Supt. F. C. Steltz has introduced a number of interesting features into the schools, among which are a "Weekly News Bulletin" in the daily newspapers, midyear promotions and the organization of a district Teachers' Institute.

The Curtis arithmetic tests will be applied to 52 school districts of the city of Boston during the present school year. Dr. Frank Ballou, director of the Department of Educational Investigation and Measurement, finds that the tests are invaluable in locating weaknesses in the pupils' work. It is planned to give special attention to remedies for the removal of such defects.

Louisville, Ky. A recent addition to the list of special classes is that recently opened for temporarily retarded children. Twenty pupils have been enrolled.

Lima, O. The school board has adopted the honor system for the grade schools. Pupils who attain an average percentage of 90 in their studies will be excused from examinations in those subjects at the end of the school term. Those who fall below 80 will be prohibited from participation in school entertainments or athletics.

Springfield, Mass. Following a joint conference of the city park commission and the school board, the position of Director of Winter Recreation has been created. Mr. A. E. Metzdorf,

director of physical training in the schools, has been appointed to fill it. It is planned to introduce dancing and gymnasium exercises in at least three schools during the winter.

Cadiz, Ky. A "moonlight school" has been opened at the Cadiz graded school for the benefit of adults who desire to learn the rudiments of reading and writing.

Dayton, O. A school for the blind has been opened. A class for stammerers has, also, been opened under the direction of a special teacher.

Fire Prevention Day was observed in all the schools of Illinois on October 9th, in accordance with a proclamation of the governor of the state. Informal programs were the order of the day, with fire drills and instruction on methods of fire prevention as set forth in a special pamphlet issued by the state fire marshal's office.

Supt. C. C. Hughes, of Sacramento, Cal., has adopted a system of reports from principals by which the condition of school facilities and aperturances are known.

Reports must include the following points: Number of desks defaced or broken; number of fixed desks not firmly fastened to the floor; adjustment of desks to size of pupils; cleanliness of boards and crayon trays; number of broken windows; defacement of walls of buildings and closets; cleanliness of building regarding sweeping and dusting; cleanliness of yards; condition of the lawns; condition of the toilets; efficiency of the heating plant; number of window shades out of repair.

Meade, Kans. The six-and-six plan has been adopted in the public schools.

In accordance with the modern tendency, Supt. R. Thane Cook, of Globe, Ariz., has introduced the six-and-six plan providing for six years in the elementary schools and six in the high school. The advantages claimed for the plan are: It reduces retardation; it eliminates repetition of subjects and permits of an arrangement of the course suited to individual differences; it provides for the teaching of geography and physiology as sciences in connection with a laboratory so that pupils learn by doing; it simplifies the problem of discipline. The passing from one class to another permits of relaxation, and the children become more responsible for their actions.

State Supt. J. A. Churchill of Oregon, has recently distributed twelve thousand record cards for use in all the schools. The obverse of the card has space for the pupil's name, the date and place of birth, the parent's name and occupation, the place of the school first attended and the different schools attended during the school life of the child. The reverse shows a complete record of the different studies taken in each grade.

The cards are filled in by the teachers and at the end of the term are returned to the county superintendent's office for filing.

The school board of Boston, Mass., has opened 28 special English classes and sixteen ungraded classes for overage, retarded and alien children. The classes are so distributed that all children in need of special instruction may easily attend.

Joliet, Ill. To keep school children out of motion-picture theaters, and to increase the school attendance, the board of education has given public notice that children attending theaters before four o'clock are truants, and that owners have authority, and are in duty bound to refuse admission to such children. Exceptions are provided where excuses are presented from parents, and accepted by the principals of the schools attended by the pupils. Similar notices sent out last year proved successful.

Moline, Ill. The tuition fee for the grades has been fixed at \$22.50 per year, and for the high school at \$40.50.

Riverside, Cal. Thru the operation of book-stores in two school buildings, it is estimated between \$400 and \$500 will be saved to students. Books are sold at list prices of publishers, plus the cost of shipping from Los Angeles, permitting a saving of from ten to twenty per cent. Only small stocks are kept on hand enabling the schools to supply any students who may enter during the year.

Elizabeth, N. J. The board of school estimate recently acted favorably upon the school board's request for \$700,000 for additional school facilities, and also increased the amount needed for immediate use, from \$366,000 to \$420,000. Of the latter sum, \$25,000 represents the appropriation required to complete two new schools; \$25,000 for school building sites, and \$370,000 for buildings.

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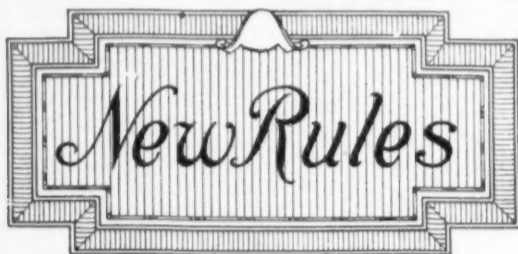
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RULES FOR JANITORS.

Chambersburg, Pa. The school board has recently adopted a new set of rules defining the duties and privileges of janitors. The rules read as follows:

1. It shall be the duty of the janitor to keep the buildings and grounds properly cleaned and in a sanitary condition at all times; to keep the pavements and walks in good order and free from any accumulation whatsoever.
2. He shall clean all windows and keep them clean, empty all wastebaskets every evening, sweep each room and carefully dust all furniture each school day, mop up the floors when necessary and keep the crayon troughs and blackboards clean from dust; dust the erasers as often as necessary and in general, do such work as may from time to time be required by the superintendent and the board.
3. He shall have charge of the closets, and shall keep them in a thoroly sanitary condition at all times.
4. He shall see that the pupils do not loiter about the furnaces nor in any part of the cellar, or halls, stairways, porticoes or wardrobes. He shall have charge of the grounds and shall report any violations of the Rules and Regulations or of the laws of common decency that may come to his knowledge.
5. The janitor shall be under the direction of the Board of Directors and the superintendent. He shall lock and unlock the buildings at the direction of the superintendent; wind the clocks and keep standard time, and open, heat and take charge of the buildings under the direc-

tion of the superintendent for all special occasions.

6. The janitor may report any pupil or teacher who lingers in the school buildings after 5:00 p. m., to the superintendent. The janitor is to have complete possession of the building after 4:30 p. m.

7. He shall not be absent from the buildings under any circumstances whatsoever while schools are in session and boilers running without special permission from the superintendent.

8. He shall not contract any bill, except under the direction of the proper committee, nor shall he engage in any controversy whatsoever with teachers or pupils; if complaints are to be made they should be carried to the principal or superintendent. In all matters not herein provided for, janitors shall be under the instructions of the principal, superintendent and board.

9. They shall inform themselves as to the best and most economical means of heating and ventilating the school buildings, promptly making such tests and reports as may be required of them, be judicious in the use of supplies and fuel, take special care of the boilers, cleaning the flues at least every other school day when boilers are running, frequently testing steam gauge, safety valve and other appliances and shall wash out thoroly each boiler once in two months at least. They shall see that all mains and returns and their fittings are properly covered with asbestos steam pipe covering.

10. The janitor shall so conduct himself in and around the building that his conduct shall be worthy of imitation.

Rules for the Government of Medical Inspectors and Nurses.

Duluth, Minn. In making effective a new plan of medical inspection, the board of education has recently adopted the following regulations:

1. Each inspector must give full time each morning the schools are in session and report at their respective buildings at 8:40 A. M.
2. Each inspector must report each case of disease or defect of child to both principal and teacher, keeping a record of each case and making a report at the end of each month to the Superintendent of Schools.

3. Each inspector must give at least one lecture during the year on children's diseases to the teachers of each building visited.

4. The medical inspectors must examine the teachers of the Duluth Public Schools, free of charge, and within two months from the time the teacher begins his or her work.

The nurses are required to devote six days each week, including Saturdays, to the care of such cases as may be reported to them by the inspector under whose direction they work, and they must confer with the principals and teachers in reference to such other cases as in the judgment of principal or teacher need special attention.

RULES AND REGULATIONS.

St. Louis, Mo. The school board has adopted the following rule, concerning promotions of assistant teachers to ranking positions:

"All promotions to fill vacancies in ranking positions, existing at that time in the corps of Assistant Teachers, shall be made at the regular June meeting of the Board. All promotions in such corps, to fill vacancies that occur between the June and September meeting of the Board, shall be made at the September meeting. No promotions in this corps shall be made at any other times. All such promotions shall go into effect at the beginning of the school year."

Boston, Mass. The school board has amended its rules relating to playgrounds to read:

Play teachers must hold certificates of qualification, elementary school, class B, or a higher certificate. Supervisors of school-yard playgrounds must hold a special physical training certificate for high schools or playground certificates, with diplomas of graduation from approved schools of physical education; and must have had one year's successful experience as first assistants of playgrounds under the control of the school board.

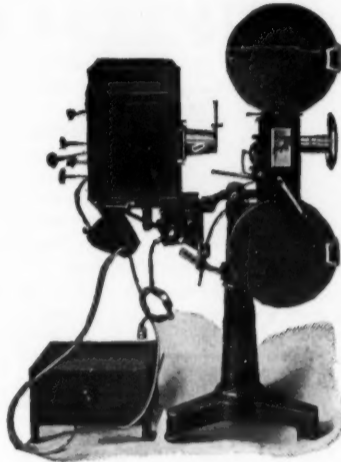
LaCrosse, Wis. The school board has passed a rule requiring that students of the high school purchase their own pencils, paper, pens and other supplies. In the past, the board provided these essentials free to the students, with the result that a great deal of material was wasted.

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The change is intended to make for more careful use of school supplies.

The school board of Dayton, O., recently passed a rule to the effect that no school society meetings or gatherings of any kind shall be held in school buildings at night. A strong protest against the order, has been made by a literary society of the Stivers High School, on the plea that a number of the students identified with the society are employed after school, and that their sole opportunity for meeting is in the evening.

The school board of Moberly, Mo., has abolished midwinter and final examinations in all grades of the public schools. Instead of conducting examinations at the end of each semester, it is provided that the teachers of the respective grades shall give written tests each month.

In connection with the examinations of pupils, a new card system has also been put into operation by which the former marks of excellent, good and fair are eliminated. The new plan requires that teachers shall note on report cards such items as absences, tardiness, deportment, attitude toward school work, number and kind of subjects, and character of work of the pupils.

Children of the first four grades have been relieved of home work. The action has been taken because of the hardship imposed on young pupils.

Indianapolis, Ind. A resolution has been adopted by the board of education to prohibit the discussion of the European war in the schools. Superintendent of Schools J. G. Collicott already had issued instructions that the war be not referred to unless necessary, and then only in the interests of peace. The resolution sanctions officially the superintendent's action.

Chicago, Ill. The school board has passed a rule prohibiting the awarding of prizes in the public schools. With the exception of scholarships, rewards either to students for personal excellence, or to schools for general merit, are to be eliminated. The action has been taken following a series of protests presented by the principals' club to the effect that the prizes bred rivalry and bitterness.

Akron, O. The school board has adopted a rule governing the use of telephones during

school hours. Telephone numbers of all schools have been eliminated from the printed lists and hereafter must be held in confidence by teachers, principals and school employees. Parents who desire to get in connection with the school attended by their children, must ask the central operator for the number and must, in addition, furnish evidence that the call is not based on a trivial matter. All school telephones are connected with the exchange in the high school and connections with the respective schools are made by the operator.

Boston, Mass. Upon the suggestion of the superintendent, it has been ordered that appointments in the elementary schools be made upon the basis of the following quota of pupils, per teacher, during the school year: Grades one to eight, inclusive, 44; kindergartens, 25; special classes, 15; special English classes, 30; ungraded classes, 30.

For an excess of thirty pupils in grades one to eight, inclusive, one additional assistant may be appointed; and in kindergartens for each excess of fifteen pupils, one assistant.

The school board of Portland, Ore., has adopted the policy of employing no principals or teachers now in the grade or high schools as teachers in the night schools. An exception is allowed in the case of the Schools of Trades, where the regular principals of the day schools will be employed.

To guard against the dangers of fire and panic, the public schools of Hancock, Mich., have begun a study of "safety first." A set of rules has been adopted which the pupils and teachers will be expected to observe. They read:

Three rapid strokes of the large fire gong will mean that every person in the building must leave at once with order, and without confusion. This signal will be uniform in all of the school buildings.

Cards bearing rapid-dismissal instructions will be placed near the side doors of all rooms used by pupils for study or instruction.

The janitor will send an alarm from the nearest street signal box as soon as the building has been vacated.

All stairways, landings and passageways lead-

ing thereto must be kept free from anything that blocks or narrows the exits.

All doors must open out clear, be provided with locks, and kept open during school hours.

No clothing shall be hung in the open halls or stairways.

Classroom exits must be kept clear and no loose furniture allowed in classroom aisles.

Movable chairs must not be used in school auditoriums.

All locks and bolts on exit doors must be kept oiled and ready for use. Exit doors must be kept unlocked during lectures or similar occasions.

Pupils' books, boxes and desks must be kept free from unnecessary papers.

Students' benches in carpentry and classrooms must be kept clear of shavings, sawdust, paper, etc.

Teachers and pupils in laboratory classes are cautioned as to proper care of matches.

The school board of Boston, Mass., has passed a resolution requiring that the duties of the "Director of the Extended Use of Public Schools" shall consist of the following: The director shall have general supervision over such social, civic and recreational activities as are organized in school buildings and conducted in connection with the extended use of public schools.

He shall see that all rules and orders of the board, and all directions of the Superintendent, relating to such extended uses, are enforced.

He shall make an annual report in writing to the superintendent.

AMONG BOOKMEN.

Mr. Sydney L. Wilde, formerly in charge of the field agency work of Silver, Burdett & Company in Western Massachusetts, has been appointed as manager of the Greater New York agency force. He has been succeeded by Mr. Roger C. Rice. Mr. Wilde's experience has been varied and covers not only his work in Massachusetts but also that in Ohio and Missouri.

Mr. Rice is a graduate of Dartmouth College and a resident of the city of Boston.

Mr. Robert M. King has re-entered the service of Rand, McNally & Company. He makes his headquarters in Chicago and travels in Illinois.

Look at the essence of a thing.

—Marcus Aurelius.

What is shorthand for? Is it a thing merely to be learned, or is it a thing to be used?

If it is a thing essentially for use how must it be judged—by its efficiency, or by the ease with which it may be learned?

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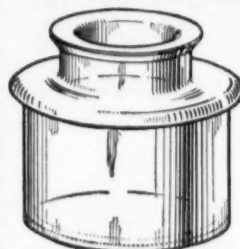
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School Room Hygiene

MEDICAL INSPECTION.

Indianapolis, Ind. The school board, citizens and the city health department have taken up the question of a school nurse with a view to employing a number in connection with the medical inspection of the schools.

East Providence, R. I. A nurse has been discussed as a desirable addition to the medical inspection corps. A room has been fitted up in one of the schools for the examination and treatment of children with eye, ear, nose and throat troubles and the assistance of a part-time nurse would make the work more effective.

Brockton, Mass. Three medical inspectors have been appointed for the public schools and a schedule arranged for the operation of the inspection system.

Dunkirk, N. Y. A school nurse has been appointed for the public schools.

Lynchburg, Va. A medical inspector and nurse have been placed in charge of the inspection of school children. The work to be undertaken will include examinations for constitutional defects of eye, ear, nose, throat and teeth. Special attention will be devoted to the discovery of diseases of the heart and lungs. Records will be made and continued from year to year so that exact details of the condition of each child may be known at all times.

Council Bluffs, Ia. Medical inspections of school children have been begun this year with the addition of a nurse. The duties will include general examinations of each school and investigation of special cases in need of attention. Consultations with teachers are held and reports made to the superintendent of schools and the medical inspector.

New Britain, Conn. The school board has in-

creased the medical inspection corps from one to three inspectors.

St. Paul, Minn. Two additional nurses have been added to the medical inspection corps, enabling the department to take care of ten more schools.

Waterloo, Ia. The school board has made arrangements for the employment of a school nurse. The board in co-operation with the local medical society and associated charities, will seek to prevent the spread of contagious diseases in the schools.

Lindenhurst, N. Y. A medical inspector has been appointed for the schools.

Bethlehem, Pa. The medical inspection department of the schools has made arrangements with a local oculist for the examination of children with defective sight. Prices have been fixed for lenses and compound lenses.

Toledo, O. A dental laboratory has been opened and a dentist employed on half time. Materials will be furnished by the dental society. It is planned to begin the work with pupils whose parents are unable to pay for the services of a dentist.

Moline, Ill. An instructor in hygiene has been appointed to have charge of the educational side of the subject. She will make visits to the homes of children who require medical attention, examine children who are backward in their studies and seek to determine the cause, and also recommend treatment by physicians, specialists or dentists where the conditions require it. Printed blanks have been provided for parents of children who are found to be in need of medical or dental treatment.

Pennsgrove, N. J. A medical inspector has been appointed for the schools.

State Supt. C. G. Schulz of Minnesota has recently issued special health bulletins to teachers, urging them to watch their pupils for evidences of bodily defects and to report their observations to the principals or the school boards. The pamphlet admits that the best method of school medical inspection is that comprising a physician and two nurses giving all their time to each district. The next best idea, however, is to have the teacher watch for poor eyesight, deafness or other defects, and report the same.

Jackson, Miss. The local dental society has offered its services to the school board to conduct regular examinations of the teeth of school children.

New Orleans, La. The medical inspector, assisted by twenty physicians from the school of hygiene, Tulane University, recently conducted examinations of school children for the detection of contagious diseases.

Jamestown, N. Y. The school board has adopted a report of the special committee on medical inspection, providing for the division of the school system into four sections with one physician in charge of each. A salary of \$300 per annum is provided.

Portland, Ore. Free medical treatment has been provided for indigent children.

Figures recently submitted by the Rhode Island State Board of Education show that nearly \$20,000 has been expended by the fourteen cities and towns of the state for medical inspection work. The number of cities adopting medical inspection has increased from three to eleven, representing more than 80 per cent of the children in the entire state. State aid for the work was \$2,775.

Gowanda, N. Y. Physical examinations of school children have been begun under the direction of the medical inspector. A card system has been installed providing for complete records of health for a period of six years. Blood tests, eye, ear and nose defects, and general physical conditions are noted.

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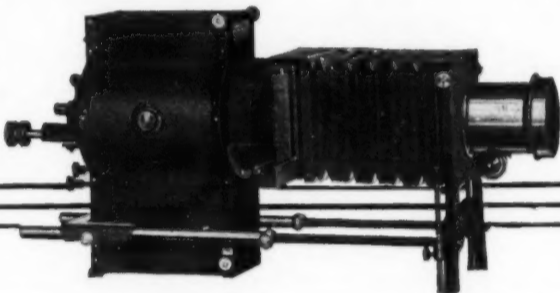
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But for the rapid action of the principal, a panic would have been averted. A fire in the basement of the Rice School, a large building in the city of Chicago, on the morning of the 10th inst., discovered by a pupil, caused a fire in the basement. A large quantity of waste paper, a portion of which was under a stairway, and communication of the fire to the exits on the stairs. While passing through the principal saw smoke in the stairway. The teachers had been alerted by the principal, and had seen the principal making his way toward where the smoke came from. A moment later the signal for a fire drill was given by Mr. Owen and inside of two minutes every one of the 700 pupils had fallen into line and marched to the street in perfect order, taking positions which would not interfere with the firemen when they arrived, as Mr. Owen had given an alarm from box 231, located on the outside of the building. Several hundred of the children had to march directly down over the stairway which was on fire. The flames had eaten their way through the woodwork close to the wall and the smoke was spouting through the cracks when the children, who happened to be the youngest of the pupils, swung out of the hallway in perfect order. While the school was being evacuated the smoke rolled in clouds from the open doors, and through the stairways. The fire was extinguished at once.



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The Harrisburg, Pa., school district has established a dental clinic in connection with the department of Medical Inspection. Two dentists are employed, alternating in service monthly. All expense is borne by the board.

Manchester, N. H. Upon the suggestion of a member of the school board, the city board of health is planning to introduce a follow-up system of medical inspection in the schools. The work will be along the line of a city dispensary to which children who are defective, may come for treatment. Inspections of children for the presence of defects have been conducted for some time, but no effort has been made to carry the results of the inspections to their logical conclusions.

Waterloo, Ia. The city nurses' staff has been enlarged by the addition of a nurse to assist in inspections of school children.

Geneva, Ind. Inspections of the teeth and eyes of school children have been begun under the direction of local dentists and oculists. Partial results from the mouth inspections have revealed that 78 per cent of 340 children have defective teeth, and only sixty have perfect mouths.

East Providence, R. I. A medical inspector has been appointed to serve one day, and a nurse three afternoons, each week.

Canton, O. With a view of introducing a system of medical and dental inspections, the school board has ordered a special study of the subject as applied to local conditions. It has been shown that altho a school nurse is employed, the need of medical and dental inspection is becoming greater. Teachers are unable to report cases of illness until it is too late for the school nurse to be of assistance.

Coventry, R. I. The school board has approved the appointment of a medical inspector for the schools.

Physical Education.

Frankfort, Ky. A Department of Physical Education has been created.

Jackson, Mich. The physical education department has outlined a course for the public schools for the school year, providing for fifteen minutes of physical exercises daily in the respective schools. The work will be divided as follows: Primary teachers, five minutes three times

daily, in the middle of the longest unbroken sessions, or at times when rest-periods are needed; grammar-grade teachers, one ten-minute period in the morning and one five-minute period in the afternoon.

Galveston, Tex. Mr. J. H. Couch, of Abilene, has been appointed instructor in physical education and director of playgrounds.

San Jose, Cal. The scope of the physical training work has been extended thru the appointment of a special instructor for the girls of the high school. The subject has been made compulsory in the high school.

Detroit, Minn. Systematic gymnasium work and games have been introduced in the high school.

Jacksonville, Ill. A course in physical education has been made compulsory for all students in the high school. A morning and an afternoon class, before and after school hours, have been arranged. Two weekly gymnasium classes are held, the first with sessions twice during the week; the second, with sessions three days.

HYGIENE AND SANITATION.

Syracuse, N. Y. A conference of the city health department and the chief of the medical inspection department of the public schools was held previous to the opening of the public schools to adopt a plan for keeping contagious diseases out of the schools. As the first step in this direction, the nurses and doctors, upon the beginning of school sessions, conducted systematic inspections of the children for the discovery of "carriers" of contagion.

Particular attention will be given at all times to the discovery of children with scarlet fever in mild form. These may be in ignorance of their condition and may place others in danger. Monthly lectures on hygiene are proposed during the year, and the appointment of deputy health officers from among the pupils is being seriously considered by the chief medical inspector.

Jackson, Mich. A special open-air school for anaemic children, and an ungraded school for backward pupils, have been established in a private residence near one of the schools.

Boise, Idaho. With the reopening of the public schools, the city health officer issued warnings to parents and teachers to guard against the spread

of contagious and infectious diseases among the children. Parents have been urged not to send children to school when afflicted with any ailment which bears symptoms of a communicable disease. Teachers are cautioned to keep their pupils under observation for evidences of skin diseases. Attention was also called to the matter of ventilation and teachers were urged to insist on an abundance of fresh air at all times.

Chicago, Ill. A recent report of Supt. Ella Fagg Young, to the board of education, shows that 1,315 subnormal children were enrolled in the public schools last year. Of this number, 939 were boys. Four hundred and twenty-nine withdrew from the special classes before the end of the term. Four centers were conducted for deaf children, thirteen for anaemics and a number for truant boys.

A satisfactory plan for providing systematic physical examinations of school children in small cities has been successfully employed in the public schools of St. Peter, Minn. It was put into operation in January of last year and continued until the end of the school year, subsequently being resumed with the beginning of the present term. The preparations for the new venture began with a "Tag Day," conducted by the local women's club, resulting in the sum of \$400. The appointment of a nurse to have direct charge of all public and private schools, was made. The duties included the examination of children for evidence of defects and the reference of all suspicious cases to the family physicians. A similar procedure was followed this year and the nurse will serve for a period equivalent to the amount of money on hand.

Waterloo, Ia. A partial examination of school children, by a local physician, for evidences of defects of the back or chest, has revealed that a number have curvature of the spine or some other defect. With a view of remedying the condition, the school board has made arrangements for special physical exercises for the development of the muscles and for acquiring correct sitting and standing postures.

Detroit, Mich. Two open-air rooms have been opened in the new Russell school for the benefit of anaemic children and those with tubercular tendencies. A restroom, lunchroom and playground are provided.

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Mayne's Loose Leaf Final Record contains space for recording: Pupil's Name, Age, Residence, etc.

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Baltimore, Md. The school board has included in its budget the sum of \$3,500 to enable the establishment of open-air classrooms in two schools. Each class will have a nurse, a kitchen and a restroom.

Duluth, Minn. An open-air school is planned at the Jackson School.

The National Association for the Study and Prevention of Tuberculosis has fixed upon the week of November 29 as the time for holding Annual Tuberculosis Day. A special circular has been prepared by the Association, outlining programs for the day and including "stock" addresses for the use of school people. A copy of the circular will be mailed to any one who will address a postal card to the Association at 105 East 22nd St., New York City.

Wichita, Kans. Under the direction of the physical training instructor, grade teachers have begun a study of Swedish calisthenics. It is planned to make the physical education activities uniform in all schools.

Rock Island, Ill. Under the direction of Supt. E. C. Fisher, a new plan of conducting school sports and physical education activities has been put into operation. Schedules for competitive games for boys and girls, in both the grades and high school, have been arranged according to the ages and abilities of the pupils. Football games have been begun, and later, basketball and volley ball will be arranged for in the respective schools. In the spring, baseball and track sports will be undertaken and contests arranged between the various schools. These will be conducted in addition to the regular physical work which has been in operation for some time.

The school board of Boston, Mass., has passed a recommendation providing for the appointment of teacher-managers for the supervision of athletics in the eleven high schools of the city.

Legal Notes.

Attorney General Owen of Wisconsin, in an opinion to State Superintendent C. P. Cary, holds that a county board of education may be mandated to perform the duties imposed upon it by law, if it continues to refuse to do so.

It appears that, at a convention held in Grant county, the five candidates nominated at the

spring election, entered into an agreement that the members should not qualify in order to nullify the new law creating county boards of education.

The opinion declares that the language used in prescribing the duties for a county board is plain, and without ambiguity, and they are such that the people have a right to require the said board to perform the duties. It is further declared that any taxpayer may bring suit against a county board to compel it to perform its duties.

The circuit court of Milwaukee, Wis., in a decision in the suit of Abner Zartsin against the board of school directors, has declared that the school board is not a corporate body, and is not the proper party to be sued in an attempt to close a public playground.

Mr. Zartsin had obtained a temporary injunction restraining the board from keeping the city playground at Nineteenth and Cedar Streets open after six o'clock in the evening. The action was taken upon the complaints of residents who objected to the noise and disorder, and appealed to the courts when the board refused to act.

In dismissing the case, it was pointed out that the basis of the complaint was inadequate inasmuch as it was a mere blank and was not verified by any person whatsoever. The complaint was served only on the president and the secretary of the school board and the injunction was obtained without a bond.

Textbooks for the public schools of South Dakota should be sold to the school children at a profit not to exceed ten per cent, according to an opinion of the attorney general of the state.

The opinion applies to Minnehaha county as the textbooks are sold at an average profit of 16 per cent, the percentage profit being less on the expensive books than on the small primary texts which are in great demand. The county, until the last book adoption, fixed arbitrary list prices with large profits for the dealers. Under the plan, a geography costing 82 cents wholesale, was sold at \$1.10. This was finally reduced to 92 cents.

Under the system in vogue in the counties of the state, the county authorities purchase the books and send them to stores where the books

are to be sold to the patrons. These stores are designated as depositories, and they pay the county for the books they sell after the texts have been disposed of. The chief expense entailed is in the freight from the auditor's office to the destination. The county charges one cent for expenses in handling the books and fractions of a cent are listed as a cent.

The interpretation of the law by the attorney general is that the county must pay for handling the books out of the general fund, and must not take the one cent profit now charged.

Attorney General Owen of Wisconsin has recently rendered an opinion to State Superintendent C. P. Cary to the effect that the city of Milwaukee must admit out-of-town students to the high schools or be deprived of its share of the state school funds. The decision means that several hundred pupils from the surrounding rural sections will be taken into the city high schools, resulting in further congestion of the local school buildings. The city in the past has accepted out-of-town students at the high schools, but in return charged \$60 per year for each student. A new law fixes the maximum tuition at \$40 per year.

State Supt. Francis G. Blair, of Illinois, has rendered an opinion in which he holds that the citizens have the right to use school buildings throughout a city. The opinion was given to a member of the parent-teachers' association at Joliet, and reads as follows:

"Attention is directed to section two, page 211, of the state school law of 1905. Paragraph ten, section 115, of the general law provides that the school board may grant the temporary use of public school buildings, when not occupied by schools for literary societies and such other meetings as the directors may deem proper.

"It is not illegal to grant the use of a school building to the parent-teachers' association. The power to grant the use of the school building, however, is discretionary on the part of the school board, and its use may be withheld if it deems best."

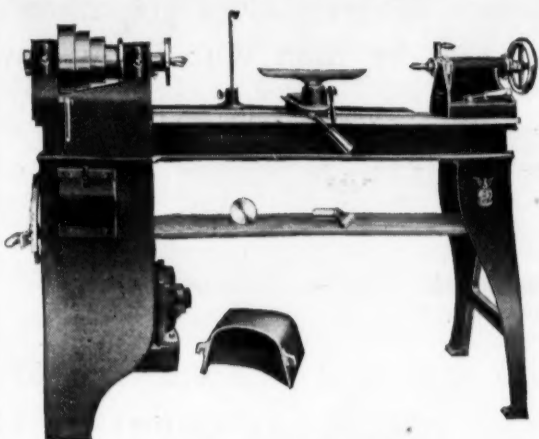
The ruling of the state superintendent is similar to that received from the county superintendent in which it was held that the law gives directors the authority mentioned.

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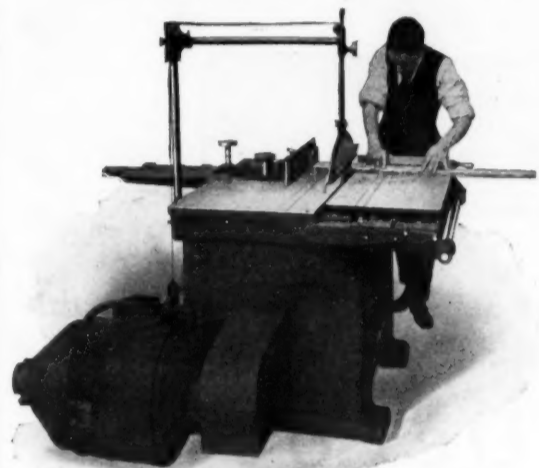
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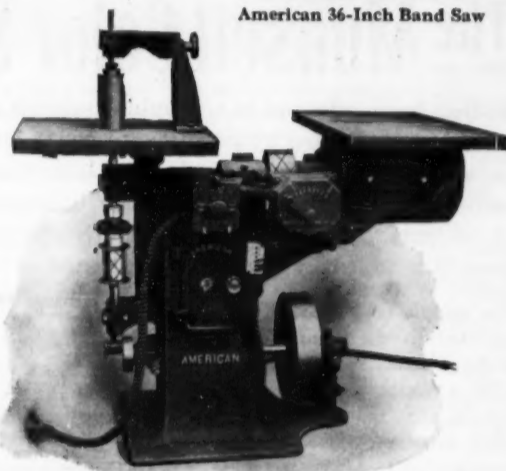
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Building and Finance

Youngstown, O. The school board is considering the employment of an architect, on a permanent salary basis. The usual plan of engaging a firm, or an individual architect for each new building, it is stated, has cost the school district not less than \$8,000 per year, in fees, for several years past. It is pointed out that fully \$3,000 may be saved yearly by engaging a suitable, experienced man who will design all new structures, and attend to all the preparation of plans for rebuilding and repairing old schoolhouses. It is believed that such an official will be able to work out a definite building policy, will standardize construction and equipment, and will enable large economies by the school board.

Wilmington, N. C. The school board has recently made a number of changes in the business administration of the schools for the purpose of facilitating the payment of vouchers and for securing promptness in the dispatch of business with a minimum of delay.

The first change is the opening of a central office where all the business pertaining to the schools may receive attention.

Bills against the board, or any of the schools, must be filed in the office of the superintendent. They must be approved by a member of the board when rendered against the board, and by a member of the committee, when against any one of the schools, before vouchers can be issued by the superintendent. Bills to be paid by the board, whether for salaries, or otherwise, must become payable only at regular meetings of the board; building and repair accounts may be paid whenever such work is completed; teachers and janitors' salaries when the month expires.

A recent report of State Superintendent Geo. B. Cook, of Arkansas, shows that a total of 341 new schoolhouses were erected in the state dur-

ing the past year, representing a total valuation of \$773,109. Of the 341 buildings, 31 are brick, 306 are frame, and four are of log construction. The total number of buildings in the state is estimated at 6,429 and the total valuation of school property is \$11,950,315.

The school board of Des Moines, Ia., has continued its policy of buying coal for the school buildings in the open market. An attempt to get satisfactory bids from local and outside operators, during the summer months, proved unsuccessful.

Chicago, Ill. Following an investigation into the purchase of school sites, and the attendant disclosures, a new system of procuring suitable building lots has been adopted by the board of education.

It is provided that a committee consisting of the president of the board, the chairman of the finance committee, the chairman of the committee on buildings and grounds, the attorney of the board, and the secretary shall have control of the purchase of all school sites.

Property owners who have sites for sale, must make written offers for the sale of their property to the board. This will be followed by an inspection of the premises to be purchased. In case the property owner wishes, he may be given a hearing before the special building committee.

After the committee has obtained the necessary information from the owners, valuations are secured from at least two real estate experts, and the assessed valuation is obtained for taxation purposes. In addition, lists of the transactions in the neighborhoods, for five years past, will be ascertained. In case buildings are located on sites, experts will be retained and reports presented, showing the valuation of improvements,

plans of the buildings and detailed estimates of materials in them.

No sales of building sites will be consummated without the approval of the committee on buildings and grounds and, finally, by the board as a body.

Seattle, Wash. The school board has had extensive repairs and alterations completed during the past summer to provide more adequately for the growing school population which is nearly 2,000 greater than a year ago.

Excepting the construction of new buildings the work is the largest undertaken in the history of the school district. It involved an expenditure of about \$100,000 and was made up of such items as the complete renovation of three large schools and the partial reconstruction of three buildings. New auxiliary heating plants were installed in three schools, and the entire plumbing in three schools was replaced. Fifteen additional classrooms were added to the Lincoln high school.

In addition to the above, every heating and plumbing plant in the city was carefully gone over and put in first-class shape.

Paducah, Ky. Upon the recommendation of a member, the school board has returned to the rule of holding the principals personally responsible for everything pertaining to their respective buildings. It was found that the removal of this control from the principals to the superintendent of buildings resulted in insubordination on the part of janitors and left the principals without authority to control the management and heating of schoolhouses. The superintendent of buildings was necessarily busy with many duties and could not keep employees constantly under his supervision, with the result that they took advantage of the fact to neglect their duties.

Mr. Verus T. Ritter of Huntington, W. Va., has become associated with Mr. Richard M. Bates, Jr., of New York City, in the formation of an architectural firm in the city of Portsmouth, O. The firm will have offices in the First National Bank Building, Portsmouth. Mr. Ritter will reside in Huntington and Mr. Bates will make Portsmouth his permanent home.

St. Cloud, Minn. The school board has adopted the budget system for the distribution of its var-



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lous accounts and for the control of expenditures for school supplies and equipment.

Prevention of Fire.

A recent report of the business agent of the public schools of Long Beach, Cal., to the city council, contains a summary of the improvements made to school buildings, a number of which are in the direction of better fire protection. The changes are as follows:

1. Fireproofing, by means of heavy asbestos and sheet iron, has been employed in the furnace rooms. This is intended to hold a fire, originating here, in check until the occupants can get safely out of the buildings.
2. All vent pipes conducting foul air from the buildings have been carried entirely thru the attic space and out at the roof. The change is intended to serve as a means for driving the flames and smoke thru the roof in case of fire, leaving the halls and classrooms practically free.
3. Tight redwood fire stops have been constructed in all attic spaces, dividing these rooms into small sections. Fire originating in one of these could be more readily held in check as there would not be a large space to create drafts.
4. All space for storage purposes, underneath stairways, has been eliminated. Wherever possible, such closets have been closed with the aid of metal lath and plaster.
5. All obsolete fire fighting apparatus has been removed and modern equipment substituted.
6. Automatic, self-closing waste cans have been placed in all manual-training shop and finishing rooms. All inflammable material must be immediately placed in such cans after being used. In addition, a metal cabinet has been provided for the storing of paints, oils and varnishes.
7. Two ground-floor exits have been placed at the rear of the auditorium of the polytechnic high school. These lead directly from the dressing rooms to a platform two feet from the ground. Steps lead from the platform to the ground level. Here, also, additional fire hose and equipment have been installed.

Chicago, Ill. The first daily newspaper issued by students, in the United States, has made its appearance at the Lane Technical High School. An editor-in-chief has been appointed and a staff of three student-editors. The advisors consist of two members appointed from the school faculty.

New York Financial and Statistical Report.

The annual financial and statistical report of the public schools of New York City for 1913 has just been issued by the Auditor of the board, Hon. Henry R. M. Cook. The report gives the total disbursements for the year at \$41,450,793. Of this amount, \$404,083 was expended for building sites and \$4,327,301 for erection of new buildings and additions and making improvements to existing structures.

The daily average attendance in the elementary schools in 1913 was 606,920; in high schools, 41,919; in the vocational school for boys, 475; in the trade school for girls, 457. A total daily average attendance of 651,651 was recorded for the year.

The per capita cost of educating a pupil in the elementary schools for the past year was \$40.24; in the high schools, \$104.74; in the vocational school for boys, \$86.48; in the trade school for girls, \$142.32. The figures compiled show that the cost of educating a child in the New York City schools has increased rapidly during the past two years. In the year 1912, it cost \$39.84 for elementary pupils and \$105.60 for high-school students. The latter amount shows a reduction in cost for the year 1913, while in 1911 the cost was \$14.74 less than it was last year. The cost of educating a teacher has increased from \$156.51 in 1912 to \$158.08 in 1913.

The report contains numerous statements, charts and illustrations among which is a chart illustrating the financial administration of school systems with a scheme of accounting and statistics devised by Auditor Cook.

TEACHERS' SALARIES.

Malden, Mass. The maximum salary of elementary grade teachers has been raised to \$800.

Butte, Mont. The minimum salary for principals in elementary schools has been fixed at

\$1,200, with annual increases of \$100 per year up to a maximum of \$1,500. Principals who show superior skill as executive officers will continue to receive annual increases until \$1,700 is reached. To receive the increases, it is provided they shall have completed two summer-school sessions.

Milwaukee, Wis. In direct opposition to the recommendation of the rules committee, the school board recently adopted a resolution providing increases in salary for all high-school instructors. In Class B, teachers who under the former schedule, will receive increases of \$60 this year, were granted the increases and were also given \$60 a year additional. A similar situation has been created in Class A. Teachers who would receive increases of \$90 per year will receive these, in addition to further yearly increases of \$90, making the total \$180 per year.

Pittsburgh, Pa. The school board has revised the salary schedule for principals in the evening schools as follows: Average number of students, 100 or less, \$4 per night; 200 to 300, \$5; 300 to 500, \$6; over 500, \$7. About 35 principals are affected.

TOLEDO SALARIES.

The school board of Toledo, O., has adopted a supplementary resolution providing for increases in salary to high-school teachers, elementary principals, teachers in seventh and eighth-grade manual training shops and in the Woodward Manual Training School. It also makes effective the increase granted to grade teachers in June last.

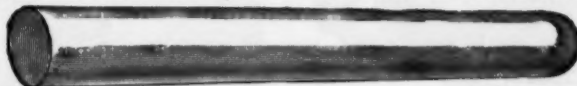
High School Teachers.

The salaries for high-school teachers, based on length of service and efficiency, are as follows: First year, \$1,000; second year, \$1,100; third year, \$1,200; fourth year, \$1,300; fifth year, \$1,400. It is provided that teachers shall be graduates of approved universities and shall have had at least one year's experience in high-school teaching. Teachers without experience may be appointed at a minimum of \$800, with annual increases of \$100.

The salaries for teachers with five or more years' experience are as follows: First year,

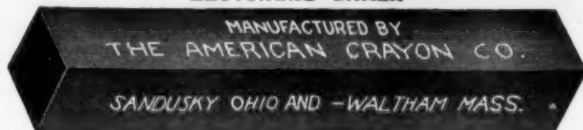
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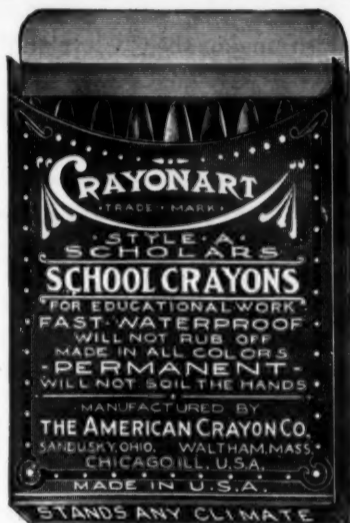
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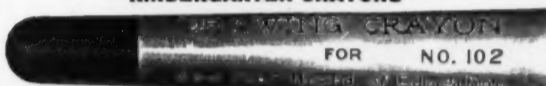


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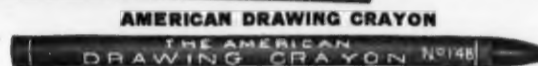


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\$1,500; second year, \$1,600; third year, and thereafter, \$1,700. Teachers of this group are eligible to promotion from the first to the second class by the board upon the recommendation of the principal and the superintendent. Efficiency of a high grade and evidence of advanced study are required.

Teachers of eight years or more experience will receive the following: First year, \$1,800; second year, \$1,900; third year, \$2,000. Teachers are eligible to promotion to positions in this group under the conditions outlined above.

Teachers in high schools who have been employed prior to June, 1914, are paid as follows: Teachers who received \$1,700 shall be paid the minimum of the third class of \$1,800; those who received \$1,500 to \$1,600 will be paid the maximum salary for the second class which is \$1,700; those who formerly received \$1,300 or less, will receive increases of \$100, and thereafter shall receive the annual increases provided in the first class, up to a maximum of \$1,400.

Elementary Schools—Principals.

The salaries of principals in elementary schools are based on a schedule by which the promotion may be possible from lower to higher positions according to efficiency, length of service and size of building. These are as follows: First year, \$1,200; second year, \$1,300; third year, \$1,400; fourth year, \$1,500.

Principals of four or more years' experience, and of proven efficiency, are eligible to promotion from the above class, upon the recommendation of the superintendent. Promotions are made upon efficiency and success in administration. The salaries are: First year, \$1,600; second year, \$1,700; third year, \$1,800.

Principals with seven or more years' experience are eligible to promotion from the above groups and may receive salaries as follows: First year, \$1,900; second year, \$2,000. It is provided that the maximum salary of principals in buildings containing less than eight rooms shall be \$1,200. Only those who have been in the employ of the board previous to June 1914, may receive increases of \$100 during the year 1914-15; thereafter all principals will receive annual increases provided for each class.

Teachers in the seventh and eighth-grade manual training shops will receive a minimum salary of \$800 for the first year, and increases of

\$100 annually until the maximum of \$1,500 has been reached. Those in the employ of the board previous to June, last, will receive increases of \$100 for the year 1914-15 and thereafter annual increases as provided.

Teachers in the Woodward Manual Training School will receive a minimum of \$800, and annual increases of \$100 until the maximum of \$1,500 is reached. Those who have been in the employ of the board previous to June, will receive increases of \$100 for the ensuing year, and thereafter annual increases as provided.

HIGH SCHOOL ADMINISTRATION.

A recent issue of the high school paper, issued by the students of the high school at Evanston, Ill., contains a warning by the board of education relative to secret societies and fraternities. Students are required to pledge themselves not to join, or promise to join, such an organization, or solicit other persons for membership in them. A penalty of expulsion is provided for violations of the rule.

Chicago, Ill. The standard of efficiency necessary for graduation from the high schools has been raised from sixteen to seventeen credits, gradually increasing from now until the year 1917. The schedule reads: For the year 1915, sixteen credits will be required; for the year 1916, sixteen and one-half, and for the year 1917 and thereafter, seventeen credits. Students entering the local high schools from accredited outside high schools will be credited the same fractional part of the Chicago course that they have completed in the city from which they have come.

Toledo, O. Single daily sessions have been begun at the Scott and Waite high schools. Sessions are held from eight until 1:15 o'clock with a lunch intermission of 45 minutes beginning at eleven. Physical training and gymnasium work must be conducted after regular school hours.

Chanute, Kans. A Junior High School building has been opened.

Danville, Ill. The high school finances will, in the future, be managed by a special board of treasurers. The board is to be composed of the treasurers of seven organizations of the high school having in their control the management and distribution of fees and funds entrusted to them by the associations they represent.

Lincoln, Ill. The school board has entered into an agreement by which students of the high school may take work in the local business college or Lincoln College and receive credits for their work toward a diploma. Courses pursued in bookkeeping, stenography and typewriting at the business school, and in elocution, violin and voice culture at the College will count two credits for each semester.

Eau Claire, Wis. A special department of music has been created in the high school. A course in musical appreciation has been arranged as an elective subject to include musical history, a study of music forms and the theory of music. In addition to the special course, a high school orchestra has been organized.

Wheeling, W. Va. The high school has been reopened under the former plan of afternoon recitations for academic subjects, beginning at 12:45 o'clock each day. Domestic Science and Manual Training classes, however, are conducted during the mornings.

Salinas, Cal. The school board has regulated the social activities of the high school by limiting the students to four socials for the year. None but students of the school will be permitted to attend.

Wichita, Kans. The board of education has taken steps toward making the high-school cafeteria self-supporting. Free meals have been discontinued and pupils will be supplied with lunches at cost. The superintendent and assistants have been ordered to conduct the establishment in such a manner that the entire expenses for the year will be covered by the receipts from lunches.

Carthage, Mo. The teaching corps of the high school has put into operation a new system of markings for scholastic work. The various degrees of excellence will be expressed by letters as follows: E, excellent; S, superior; M, medium; I, inferior; F, failure. The new markings have been substituted for the former per cent grades.

White Hall, Ill. The board of education has raised the tuition rates for non-resident students to \$3 per month.

Topeka, Kans. The school board has taken a decided stand against fraternities in the high school and has instructed the principals and superintendent to enforce more strictly the stat-

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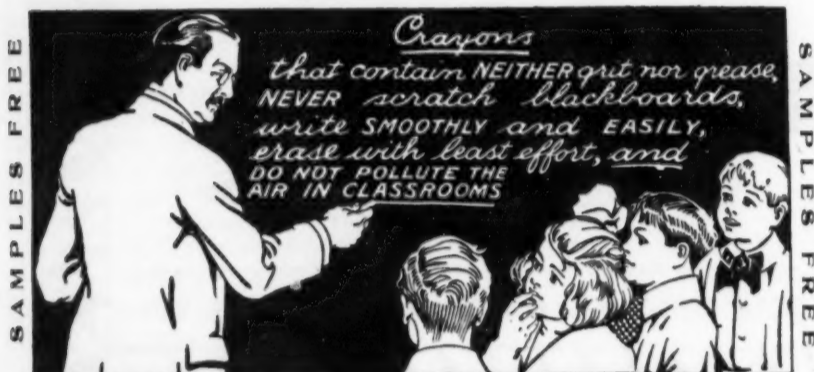
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Our No. 2 sliding lid Inkwell has a wide flange and will cover up or fit any hole from 1 1/4 to 2 1/4 inches in diameter. It was designed especially to refit old desks. This Inkwell extends less than 1/4 of an inch above the surface of the desk, is nearly as good in this respect as a flush Inkwell. The glass sets inside the iron holder.

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ute relating to these societies. Students have been required to sign pledges that they are not associated in any way with a fraternity or sorority, and that they will refrain from joining such organizations while they remain in school.

Silverton, Ore. Tuition for non-resident students in the high school has been raised from \$15 to \$20 per year.

Following the operation of the long-session plan in the high school, the school board of Concord, N. H., has installed a lunch counter for the benefit of the students. A large room in the basement has been fitted up and a caterer employed.

Alton, Ill. The increased interest and demand for the commercial subjects on the part of the students, has made it necessary for the school board to purchase a number of new typewriters, increasing the present number to sixteen.

Mt. Vernon, Wash. Two new courses, including commercial subjects and chemistry, are offered in the high school. The classes are accommodated in a separate frame structure erected on the school grounds.

Pullman, Wash. The school board has rescinded its rule against German in the high school and has placed it on the elective list. Latin, which was also discontinued, has not been reinstated.

Albuquerque, N. M. A restroom has been fitted up for the girl students of the high school. It is intended to serve as an emergency room for students who become ill at school.

A new system has recently been put into operation in the high school at Battle Creek, Mich., by which students who are eligible to hold offices in school organizations will be limited to those designated by the faculty. The rule provides that no pupil shall hold more than one office at one time. Five positions of this nature are open to students including the president and treasurer of the athletic association, president of the individual class, editor-in-chief and business manager of one or the other high-school paper.

School organizations have been given a set value and pupils are barred from attaining more than 100 points at any one time. These points include: German club, 35; French club, 35;

forum, 35; G. A. L. S., 35; glee club, 30; football, 30; baseball, 30; track, 30; basketball, 30; wireless, 30; camera, 30; science, 30; orchestra, 35.

Chicago, Ill. To make high-school students better acquainted with the government of the city, with its industries, civic organizations, public utilities and general interests, the civic-industrial committee of the Chicago Association of Commerce has organized a number of clubs among the students.

One of the first tasks of the clubs will be the making of civic surveys of certain districts selected for the purpose. The students will undertake to learn what is wrong with these districts, to suggest remedies to eliminate the defects which have been disclosed. After the plans have been approved by the principals of the respective schools, the students will visit the city hall and the county building, watch the city council in action, the courts and departments, and make excursions to industrial plants, department stores and offices.

It is proposed to obtain a number of businessmen who will give lectures at the schools, and to provide moving pictures of an industrial and civic nature to be given at the schools and moving picture theaters. More than 12,500 students, representing twelve high schools, have identified themselves with the movement.

Central Falls, R. I. The school board has raised the tuition fee from \$40 to \$50 per year.

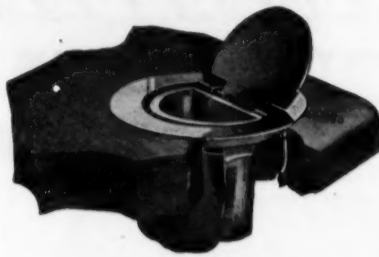
Dothan, Ala. A commercial department has been added in the high school.

Jacksonville, Ill. A one-year stenographic course and a year in bookkeeping have been added in the high school.

Carthage, Mo. A mandolin club has been organized in the high school, with credits for members of one-eighth of a unit for the period of one year. For a membership covering four years, students will receive half of a unit of credit.

The school board of Mason City, Ia., has adopted a plan for the establishment of an employment and information bureau in the high school, the purpose of which is to supply information regarding the qualifications required in the various occupations, rates of wages and con-

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ditions of employment; to give parents advice regarding the occupations for which their sons and daughters are fitted after leaving school; to keep a record of vacancies and to find suitable candidates for the same.

In explaining the action taken, the board said: "It has been a matter of frequent complaint that thru lack of information or guidance young people are apt to take up casual employment, which tho they are remunerative for the moment, afford no real preparation for earning a living later in life. The temptation to put a child into the first opening that presents itself is very great. Due regard is often not paid to the capacities of the boys and girls concerned. The result is that many take up work that affords no training and is without prospect, while many others are forced into trades and professions for which they are unsuited. This causes a large waste to the community at large and misery to the individual directly affected.

"In order to put an end to this by co-operating with the parents and public-spirited men, labor organizations, commercial organizations and employers, the board has established the Educational Information and Employment Department."

Coraopolis, Pa. A commercial department has been added in the high school, providing for regular academic subjects, English, typewriting, shorthand, bookkeeping, commercial arithmetic, commercial law, business correspondence, penmanship and spelling. Students who are sixteen years old upon entrance in the high school, and who do not desire to graduate, may elect commercial subjects, with the exception of English, in the first and second years. A certificate is given for the successful completion of the work.

Indianapolis, Ind. An experimental class in stenotypy has been organized in the Manual Training High School with eighteen pupils in attendance.

Little Rock, Ark. A commercial course has been introduced in the high school for graduates of the school. Unlimited time is allowed, the students advancing as fast as their ability permits.

Idaho Falls, Ida. A Junior High School has been opened.



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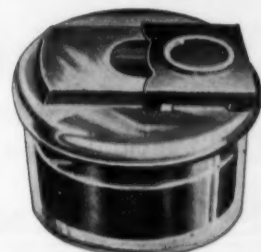
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PERSONAL NEWS OF SCHOOL OFFICIALS

Supt. J. M. H. Frederick, of Cleveland, O., has been cited for contempt by the Ohio Appellate court. The citation is the result of Mr. Frederick's alleged refusal to obey the injunction of the local Common Pleas Court barring the superintendent from dismissing teachers for pro-union activity.

The present trouble dates back to last May, when legal action was begun following the promulgation of a rule that union teachers be not allowed to teach in the Cleveland schools. A taxpayer brought suit asking that the board be enjoined from carrying out the order.

Mr. N. R. Baker, for the past three years rural supervisor for the state of Alabama, on October first, assumed the office of county superintendent of Jefferson County. He is succeeded by Mr. J. B. Hobdy, formerly with the Alabama Polytechnic Institute at Auburn.

Mr. Hobdy is well known in educational circles throughout the state. He was formerly president of the Alabama Educational Association, and for ten years was president of the Seventh District Agricultural School at Albertville.

Mr. Joseph C. Tucker, of Elk City, Okla., has been elected superintendent of schools at Corpus Christi, Tex., at a salary of \$2,400 per annum.

Braddock, Pa. Supt. F. C. Steltz has been re-elected for a four-year term, at an advanced salary. Mr. Steltz has under his charge 2,568 pupils and 67 teachers.

New York, N. Y. District Superintendent Benjamin Veit, whose term of office expired in October, has been renominated to succeed himself, for a term of six years.

Marquette, Mich. The school board has reappointed Mr. James O'Reilly as secretary, with a salary of \$400, after considerable discussion as to the advisability of having a paid secretary. While the duties of the secretary are not important in point of time, yet it was felt that in view of the responsibility and nature of the work, the employment of such an official at the salary named, was justified.

Mr. C. A. K. Johnson, for ten years secretary of the school board at Red Wing, Minn., has resigned and has been succeeded by Mr. Andrew Lindgren. Mr. Johnson entered the office in

1900, serving until 1905 when he resigned. In 1909, he again took charge, serving until the end of the present year.

Mr. E. H. Craig, president of the school board at Corpus Christi, Tex., and a leading citizen, died at his home on October 5th, after a four-days' illness. He was 66 years of age.

Wyandotte, Mich. Supt. H. C. Daley has been appointed purchasing agent for the schools.

A School Survey Report for the city of South Bend, Ind., has been included in the superintendent's annual report. The report represents the findings of the College of Education of the University of Chicago, which began the survey under the direction of Dr. J. F. Bobbitt, last spring.

COMING CONVENTIONS.

Nov. 4-6—Nebraska State Teachers' Association at Omaha. Kate A. McHugh, Pres., Omaha.

Nov. 4-6—Nebraska Superintendents' and Principals' Association at Omaha. A. H. Dixon, Pres., Tekamah, Neb.

Nov. 5-7—Iowa State Teachers' Association at Des Moines. O. E. Smith, Secy., Indianola, Ia.

Nov. 5-7—Oklahoma State Teachers' Association at Oklahoma City. J. C. Masters, Prin., Oklahoma City High School, Pres.

Nov. 5-7—Wisconsin Teachers' Association at Milwaukee. C. E. Patzer, Pres., Milwaukee, Wis.

Nov. 6-8—Missouri Association of Household Arts and Sciences at St. Joseph. Essie Margaret Heyle, Chairman, St. Louis.

Nov. 11—Missouri Negro Teachers' Association at St. Joseph. A. R. Chinn, Secy., Glasgow, Mo.

Nov. 12-14—Kansas State Teachers' Association at Topeka. Supt. L. D. Whittemore, Secy., Topeka.

Nov. 12-14—Missouri State Teachers' Association at St. Joseph. E. M. Carter, Secy., Cape Girardeau, Mo.

Nov. 22-24—New York State Teachers' Association at Albany. R. A. Searing, Secy., North Tonawanda, N. Y.

Nov. 23-25—Montana State Teachers' Association at Butte. Grant E. Finch, Pres., Dillon. H. H. Swain, Secy., Helena.

Nov. 23-25—New Mexico Educational Association at Albuquerque, N. Mex. J. H. Wagner, Secy., Santa Fe.

Nov. 23-24—Utah State Teachers' Association at Salt Lake City, Utah.

Nov. 24-29—North Carolina City Superintendents' Association at Charlotte, N. C. H. B. Harding, Secy., Charlotte.

Nov. 25-27—Virginia State Teachers' Association at Richmond. Algar Woolfolk, Secy., Richmond.

Nov. 26-28—National Council of Teachers of English at Chicago, Ill. James F. Hosic, Secy., Chicago.

Nov. 26-28—Tennessee State Teachers' Association at Nashville. P. L. Harned, Secy., Clarksville.

Nov. 27—Massachusetts State Teachers' Association at Boston. Wallace C. Boyden, Pres., Boston.

Nov. 26-28—Northwest Oklahoma Teachers' Association at Alva, Okla. Miss Rea Carlon, Secy., Alva.

Nov. 27-28—Southwestern Indiana Teachers' Association at Evansville, Ind. J. H. Tomlin, Chairman, Executive Committee, Evansville.

Nov. 27-28—Northwest Kansas Teachers' Association at Norton, Kans. Alice Bieber, Secy., Colby, Kans.

Dec. 9-12—National Society for the Promotion of Industrial Education at Richmond, Va. Chas. A. Prosser, Secy., New York City.

Dec. 29-31—Idaho State Teachers' Association at Boise. Fred Williams, Treas., Boise.

Dec. 29-31—Illinois State Teachers' Association at Springfield, Ill. Supt. Hugh S. Magill, Pres., Springfield.

Dec. 29-31—Indiana Town and City Superintendents' Association at Indianapolis. Supt. J. W. Stott, Secy., Princeton, Ind.

Dec. 29-31—Ohio School Improvement Federation at Columbus. Supt. W. N. Beetham, Secy., Bucyrus, O.

Dec. 28-31—National Commercial Teachers' Federation at Chicago. W. L. Read, Chairman, Committee on Arrangements, Chicago.

Dec. 28-30—New Jersey State Teachers' Association at Atlantic City, N. J. Supt. Chas. B. Boyer, Secy., Atlantic City.

READING

Reading without purpose is sauntering, not exercise. More is got from one book on which the thought settles, for a definite end in knowledge, than from libraries skimmed over by a wandering eye: A cottage flower gives honey to the bee—a king's garden none to the butterfly.—Lord Lytton.

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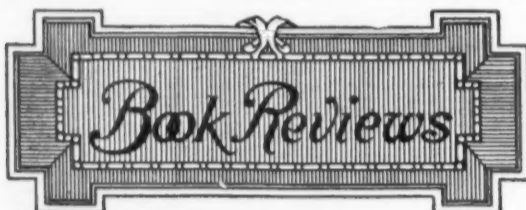
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The Alexander-Dewey Arithmetic.

Elementary Book. By Georgia Alexander. Edited by John Dewey. 300 pages. Price 45 cents. Longmans, Green & Company, New York, Chicago.

A supervising principal and a university professor of philosophy have joined their forces in the preparation of this elementary arithmetic.

Dramatization is one of the means used to lead a pupil to grasp a situation mentally before he begins to use figures. Some of the reasons advanced for its use are: (a) It engages the whole child; (b) It secures clearness of perception; (c) It assists the memory immensely. Dramatization, however, is but one means. Daily flash practice, dictation exercises, oral problems, written problems, exercises headed by the capital phrase, "What I can learn by myself," have each a well-balanced share of space.

Good type, helpful diagrams and illustrations, practical conditions in written problems meet the eye on every page.

First Notions of Geography.

By John H. Haaren. 160 pages. Price, 45 cents. D. C. Heath & Company, Boston, New York, Chicago.

Thru skillful questions and suitable directions a teacher introduces the members of her class to the fundamentals of geography. They are taught to notice the natural physical phenomena about them, to record the facts noticed and to draw conclusions. In this way they gradually learn how Mother Earth supplies them with the comforts and necessities of life.

Poems of Wordsworth, Shelley and Keats.

Edited by W. P. Trent and John Erskine. 120 pages. Price, 25 cents. Ginn & Company, Boston, New York, Chicago.

This volume of "The Standard English classics" contains all the poems by Wordsworth, Shelley and Keats that were included in Palgrave's famous anthology.

A debt of gratitude is due the editors for their luminous explanation of the truth that lyric poetry, like music, is meant primarily to create emotions,—recognizable but inexpressible emotions,—rather than to convey thoughts. Thru examples, readers are shown that the language lyric poetry employs—in addition to actual words—is rhythm, time, tone or word-music.

Bow-Wow and Mew-Mew.

By Georgiana M. Craik. Edited by Joseph C. Sindelar. 95 pages. Cloth. Price, 30 cents. Beckley-Cardy Co., Chicago.

A capital story of comradeship between a young dog and a cat that became dissatisfied with their pleasant home and left it. Hunger, neglect, bad treatment taught them severe lessons and brought poor Mew-Mew almost to death's door. How glad they were to get back to their good home! The entire story is told naturally and is told well.

American Citizenship.

By Charles A. Beard and Mary Ritter Beard. 330 pages. Price, \$1.00. The Macmillan Company, New York.

"American Citizenship" is intended for use in the study of "Civics" in high schools, beginning with the first year.

The authors consider government as a living organism acting as an agent for the common welfare. In Part I it is clearly shown the quality of food, clothing, housing, security of person and property—in some cases, even the maintenance of family life—cannot always be obtained by individual effort; hence government should protect the individual.

The original purpose of the framers of the constitution has been well stated. The democratic trend of public opinion has been skillfully traced. Prominence has been given to experiments, innovations, theories involving radical changes in some directions. Naturally enough particular mention is made of the commission

form of government, the direct primary, the initiative, recall and referendum, the single tax, the government ownership of public utilities. The pros and cons are always stated, yet an impression is produced that these changes promise so much that their general adoption would be a great gain. There is not a suggestion that the integrity of judges, state or federal, would be endangered by a general adoption of the recall. The treatment given the question of the direct primary implies praise. Now, in Wisconsin, after the adoption of the direct primary there was for some years a marked falling off in the popular vote. This, it is true, is only on one unfavorable instance.

A review of this book in a metropolitan paper refers to an old French saying, that in human affairs the means are more important than the end. English speaking people have a homely saying that it is well to go slowly. The average man—for the present the average woman may be left out of this question—has his hands and mind so filled with his own affairs that he should hardly be burdened with the minutiae of government. Yet this book has the marked merit of dealing with present day questions of importance. Ruediger well says, "The primary value of civics is the socially practical value. When rightly taught it should lead to intelligent voting and the upright discharge of all social-political duties."

The Corner-Stone of Education.

By Edward Lyttelton. 242 pages. Price, \$1.50. G. P. Putnam's Sons, New York and London.

This book asks the question how, where, and when, character is formed in the growing human being. The author of the essays attributes the greatest importance to home training of the early years. He points out what principle and what kind of practice can alone be relied upon—according to his view—in the lack of character-training. Altho the book is by the Headmaster of Eton, yet it lacks the definite religious treatment for training, which after all is the one great essential.

Introduction to the Study of English Literature.

By W. T. Young. 238 pages. Price, 75 cents. G. P. Putnam's Sons, New York and London.

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Family Expense Account.

By Thirumuthis A. Brookman. 112 pages. Price, 60 cents. D. C. Heath & Co., Boston.

A novel plan has been worked out in the "Family Expense Account." In it the fortunes of a family living upon a small salary have been followed for fourteen years. The expense account for each year gives, under six heads, an itemized expense account for each month. These data, with the written story, tell of the family's steady efforts to increase their savings bank account, of the reasons for taking out accident and life insurance policies, and of their finally gaining a home of their very own. The required work makes arithmetic, domestic economy, household accounting, the writing of checks and other business papers very real to pupils.

A careful reading leaves the impression that the author has gone far in attaining his two purposes: (1) to teach the "mathematics of money" underlying the simple processes of investment and expenditure; and (2) to solve a series of problems such as usually arise in the families of those living on small salaries.

Shakspeare's Romeo and Juliet.

Edited for school use by William Allan Neilson. 214 pages. Price, 25 cents. Scott, Foresman & Co., New York, Chicago.

A comparison of sources, a classification of the most frequent differences between the English of Shakspeare and that of our own day; a helpful word index are outstanding points in this editorial work.

Manual of Courtis Standard Tests.

By S. A. Courtis. Paper. Large quarto. 128 pages. Price, \$1.00. Published by the author at Detroit, Mich.

The success of the author's purpose to "measure the efficiency of the entire school, not the individual ability of the few" is the reason for this revised edition of the Courtis Standard Tests in the Three R's.

The value of the Courtis' tests not only in showing the efficiency of whole classes, but also in awakening in teachers a realization of the causes for shortcomings and pointing means for improvement, cannot be overestimated.

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The Thirteenth Yearbook of the National Society for the Study of Education.

By H. L. Smith and Charles H. Judd. Edited by Chester Parker. 85 pages. Price, 75 cents, net. The University of Chicago Press, Chicago, Ill.

This volume is devoted to a discussion of the fundamental considerations to be observed in organizing an investigation of a school district. It includes an outline for a complete survey and summaries of the findings of recent prominent surveys.

Crop Production.

By Clarence M. Weed and William E. Riley. 258 pages. Price, 75 cents. D. C. Heath & Co., Boston.

The progress of American teaching methods, especially as applied to the practical subjects of the curriculum, is well illustrated in this book. It is a unique application of the project method to high-school agriculture. The student is given work to do with real things, soil, seeds and plants before he begins serious study of the text.

The book gives the essential facts concerning the history, characteristics, culture, diseases and enemies of the chief crops grown in the United States. It contains about fifty separate discussions about vegetables, fruit, flowers and farm crops. Each chapter is filled with valuable information presented simply and clearly so that students can use the book with interest and profit.

The Teaching of Oral English.

By Emma Miller Bolenius. 214 pages. J. B. Lippincott Co., Philadelphia and London.

The title tells its own story. Since the schools of the country have been arraigned for failure to produce effective spoken English, this book outlines some ways of teaching oral English.

Frequent one-minute talks from every member of a class is one way. A capital sample lesson is given in the first chapter. The subjects of these short talks should suit the pupils and should be usually proposed by them. A pleasing manner, good management of the voice, accurate English, pointed ideas are ends to be gradually attained. Praise should be combined with criticism and minute criticism should be avoided until confidence and enthusiasm have been aroused. Still, self-criticism and fair criticism from members of a class, should be encouraged. Later on a class may often be organized into a club for debating, for giving topics in history, for organizing a government, as class exercises. Any legitimate device is laudable that will make pupils feel that accurate English and a pleasing address is a valuable business and social asset. They will then realize this work is worth the while. Good lists of subjects for talks, debates, work in history fill several pages.

Progressive teachers will find many helpful suggestions in these readable chapters. The plans proposed seem practicable. The author has used them with success in more than one school. The question is "Can the average teacher use them with success?" She may lack initiative. She may be afraid she cannot create a favorable public opinion in her class. She may be hampered by the lock-step of routine imposed by the school system. But, if the general public demands better oral English from boys and girls, if it persists in its demands, some good results will come of its insistence.

Selections for Oral Reading.

Chosen and edited by Claude M. Fuess. 324 pages. Price, 25 cents. The Macmillan Company, New York, N. Y.

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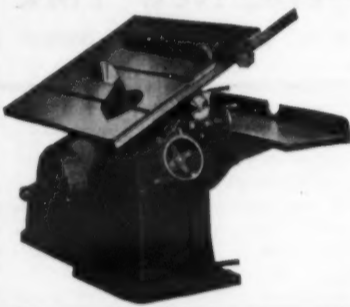
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and imperfect utterance it rewards the attention bestowed on it. It will create or develop a feeling for the music in poetry and for the rhythm in prose, and it will develop self-confidence and assurance in facing an audience. Some of the best selections in the language are in this little, valuable book.

Chats in the Zoo.

By Theresa Weimer and R. G. Jones. 139 pages. Rand, McNally & Company, New York, Chicago.

When children begin to ask, "Did this really happen?" It is a good time to bring out "Chats in the Zoo." They will pore over the remarkably fine photographs taken, for the most part, in the Bronx Zoo. Then they will read intently what boys and girls have asked of the animals, what the animals have answered, what the birds and beasts have said to one another. These talks always have an air of naturalness. Children will so feel the reality of these stories they will never once think of asking if they are true.

How to Appreciate the Drama.

By Thomas Littlefield Marble. Illustrated, \$1.25, postpaid. Cloth, gilt top. Hinds, Noble & Eldredge, New York City.

Both the ancient Greek drama and the early English drama, tho entirely independent of each other, originated in religious worship. At first confined to the field of Bible stories, the English drama slowly broadened to scope, embracing the legends of the Saints, teaching moral truths by personified abstractions, introducing individual types and finally portraying human character in action thru the media of comedy and tragedy. In this book which teaches how to appreciate the drama, Mr. Marble treats the subject from the standpoint of practical dramaturgy, and

shows the fundamental principles which underlie sound dramatic art. In various appendices the author has given annotated plays, or scenes, for better appreciation of construction and of technic. The treatise is elementary but very commendable.

School Arithmetic Primary Book.

By Florian Cajori. 285 pages. Price, 35 cents. The Macmillan Company, New York.

An unusual number of simple exercises appear on the pages of this primary arithmetic. Thru this practice pupils should form habits of accuracy and reasonable speed. Among the drill devices the wheel, the circle and the ladder are the more novel. The conditions of many of the problems deal with the homely matters of every-day life, while the pleasing arrangement of subject-matter, the size and clearness of type are attractive externals.

The Education of Karl Witte.

Edited, with an introduction, by H. Addington Bruce. Translated from the German by Leo Wiener. 8vo, cloth, 312 pages. Price, \$1.50, net. Thomas Y. Crowell, New York.

This volume, a translation from the German, by the father of Karl Witte, gives in English dress the educational method which made young Witte at fourteen a Doctor of Philosophy, two years later a Doctor of Laws of the University of Berlin, and secured for him an appointment to the teaching staff of that great university. Karl Witte's father was an advocate of the doctrine that education should begin at the first dawning of intelligence, and that there would be no mental strain nor repugnance provided the manner of imparting instruction was made interesting. The work is replete with suggestions for American parents and educators.

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By Wm. T. Harris. 511 pages. World Book Co., Yonkers, N. Y.

Judgment has been shown in presenting this subject in a systematic manner. In textbooks for secondary schools, nothing is gained by disturbing the logical unfolding of a subject.

One notes with pleasure the use of heavily-leaded type for the important words in statements and examples. Thru a variety of exercises, valuable drill is given in changing the form of sentences and in the choice of words. Both statements and examples are marked by clearness and conciseness, while lumbering exceptions do not appear. The examples are of fine quality, all having been chosen from the world's great writers. The name of the author has always been given, and in accordance with present custom, only the family name is printed. Still, it would seem that if in some place the full name of at least modern authors were given, these details would be an aid to some teachers and to most pupils.

Style, selection and arrangement of material, require pupils "to see, to know, to do."

The Way to the Heart of the Pupil.

By Dr. H. Weimer. Translated by J. Remsen Bishop and A. Niederpruem. 178 pages. The Macmillan Company, New York.

It is too bad that this little book was not edited before being published in English. The translation is so poor, the English so stilted and foreign,—that no pleasure can be taken in its perusal. There are many valuable hints for the teacher in these pages; but all the charm of the original is lost. The book is a disappointment. A competent revision of this word-for-word translation would have made it a valuable addition to our literature on pedagogy.

ANOTHER TRIUMPH FOR ISAAC PITMAN SHORTHAND

AT the International Shorthand Contest, Atlantic City, N. J., August 26, 1914 under the auspices of the National Shorthand Reporters' Association, Mr Nathan Behrin, an Isaac Pitman writer, won the Gold Medal—the highest award—in the 280 word per minute test with 98.6 per cent. of accuracy. In the three tests of 280, 220 and 200 words, Mr. Behrin's percentage of accuracy was 98—a record that has never been equalled. None but Pitmanic shorthand writers qualified in the above tests. This record again establishes the unquestionable Superiority of the ISAAC PITMAN SHORTHAND

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The new offices occupy the entire top floor of the Tower Building, which is located at the corner of Michigan Avenue and Madison Street, midway between the Art Institute and the Public Library. The rooms afford a magnificent view of Michigan Avenue and the Lake.

A NEW CATALOG.

"Drawing Tables" is the title of a catalog just issued by the Economy Drawing Table Company, Toledo, O. The pamphlet is more than a mere catalog—it is a reference book of the latest improvements in drafting room furniture and includes 23 distinct types of drawing tables, a wide variety of filing cabinets, stoves, and miscellaneous equipment. Architects and school-board officials will find the pamphlet particularly valuable in making up lists of equipments for new buildings and new drawing departments. A copy will be sent upon request.

ISSUES EQUIPMENT GUIDE.

A common complaint among teachers of physics and chemistry is the lack of adaptability of the equipment to the experiments and processes required in the textbooks in use. The loss of time and efficiency in classwork, and the inefficiency caused by such a condition is appreciated by every science instructor, and by every superintendent who has witnessed the embarrassment of classes.

To overcome this evil, the Chicago Apparatus Company has recently begun the publication of "equipment guides" containing lists of all the apparatus and material necessary for use in

connection with the most popular textbooks now used in high schools.

Two recent guides cover the McPherson & Henderson "Exercises in Chemistry," and Warren's "Elements of Agriculture." The guides are being issued at regular intervals and will include practically all of the important physics, chemistry and agriculture texts.

A. B. DICK COMPANY ISSUES BOOKLET.

A popular English writer in condemning a novel said recently that it was "as prosaic as a machinery catalog." It is indeed rare to find a catalog with a touch of human interest in it. But the new booklet "Better Duplicating—at Less Cost"—which is really the catalog of the Edison-Dick mimeograph—is almost as interesting as a fascinating story. The A. B. Dick Company of Chicago announce that this booklet is now ready for distribution. It is not a large affair—nor is it a long-winded one—but it is as attractive in form as it is interesting in text.

EDUCATIONAL RECORDS.

The Victor Talking Machine Company has completed two new educational records which will be placed on the market during the month of November. They are:

17035. *Navajo Indian Songs*, sung by Geoffrey O'Hara, and *Gambler's Song*, sung by Glacier Park Indians. Mr. O'Hara is an instructor in native Indian music for the federal government, and has here reproduced characteristic melodies. The Gambler's Song is a favorite singing game resembling "Button, Button."

35397. *Clayton's Grand March* and *In Lilac Time March*. The former is an old favorite in slow time for school marching; the latter is excellent for drills and dances requiring mass formations.

REMOVE FACTORY.

The Fuson Adjustable Shade Company has removed its office and factory from Spiceland to Logansport, Ind. In its new location, the plant has been increased fourfold and greatly improved shipping facilities have been secured. The growing business of the firm and the desire to give

schools a more prompt service induced Mr. Fuson and his associates to make the change.

A CATALOG OF MICROSCOPES.

A new catalog—the 23rd—of the well-known Bausch & Lomb microscopes has just been issued for distribution to school authorities and scientific workers. It describes, illustrates and prices the most complete line which the Bausch & Lomb Company has manufactured since the establishment of its microscope department in 1874.

Of particular interest to schoolmen will be a new fluorite oil immersion objective, an improved binocular microscope, and a new lever type of side fine adjustment, which are here catalogued for the first time.

Educational authorities who desire to have a complete reference book of microscopes and accessories, should not fail to send a card for this new catalog, to the Bausch & Lomb Optical Co., 411 St. Paul St., Rochester, N. Y.

FIRE ALARM SIGNALS IN SCHOOLS.

All of the new school buildings erected and completed in the city of Boston during the past summer have been equipped with the well-known School Fire Alarm Systems manufactured by the Holtzer-Cabot Electric Company of Brookline. The apparatus is similar to the signal systems installed in all of the older schoolhouses of the city. It is invariably connected with a bell-signal system and an intercommunicating telephone system. The alarm systems are arranged with a fire signal station on each floor, connected with an electro-mechanical gong. They have a municipal alarm box located in the vestibule or outdoors, equipped with an auxiliary movement so that an alarm may be sent from any station in the building or from the box itself. The several stations are of a type which permits the sounding of fire drills independently of alarms.

Holtzer-Cabot School Fire Signal Systems, similar to the Boston installations are to be found in New York City, Baltimore and a considerable number of smaller cities in the East and West. Descriptive literature is available and may be had by addressing the firm at Brookline, Mass.

WIN A REMINGTON For Error-Proof Typewriting

THIS is the latest idea in typewriting.

Just as *Touch Typewriting* was the new idea of ten years ago, so is *Error-Proof Typewriting* the new idea of to-day.

The error-proof typists are the most valuable typists. They are bound to get the best positions and the highest pay.

This is the best reason on earth why every typist should strive to be error-proof—the best reason why YOU should strive to be error-proof.

Is error-proof typing possible? Yes, it is. Listen to the story:

A few months ago, realizing that higher standards of accuracy were required in typewriting, we instituted the Remington Semi-Annual Accuracy Competitions. We offered the prize of a new Remington Typewriter to operators of Remington-made machines who could write sixty words a minute or faster, from unfamiliar matter, for fifteen minutes, absolutely without error. At the last contest two typists won the prize, Miss Dorothy Liebtog of Cincinnati and Mr. R. D. Lillie of Washington.

Miss Liebtog averaged seventy-two words per minute, the world's record for speed combined with absolute accuracy, for an ordinary commercial typist. For remember, these prizes are for the regular commercial stenographer and student. Specially trained speed typists are barred from the competitions. It will pay you to win this valuable prize. And the accuracy you must develop in order to win this prize will pay you even better.

The next Semi-Annual Remington Accuracy Competition will be held in January. Inquire for particulars at the local Remington office in your city.

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STEEL

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SCHOOL DESKS AND AUDITORIUM CHAIRS
Spell ABSOLUTE EMANCIPATION
from all breakage troubles, and because of SANITARY
design, conserve the health of the pupil. Endorsed by
highest Educational and Medical authorities.

Lighter Weight Lower Freight

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THERE is a great difference in School Desks, altho to the casual observer all desks are alike. This is not true and we would like an opportunity of showing you the superior construction of the HANEY SCHOOL DESKS, or any other School or Church Furniture that we make.

Here is what we will do. We will advise with you, co-operate with you and aid you all we can in any of your needs. We will also tell you something about our particular School Furniture and make you some prices that we believe will open your eyes.

We have concentrated on this business a third of a Century. We think we know what to put in and what to leave out of Pupils' Desks, Church and Assembly Seating, Recitation Seats, Bookcases, Tables, etc., to have them just right.

We wish to say that we can and will save you money on anything you wish to purchase in these lines. One trial order is all we ask to prove it.

Haney School Furniture Co., Grand Rapids, Mich.

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McConnell's A. B. C. Primary Reading Chart
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The Roll will only turn far enough to permit one towel to be taken, and that one must be torn off before the second one can be obtained.

Sample Fixture with a roll of AMCO Paper sent on approval to School Boards.

Associated Manufacturers Company

Manufacturers of Sanitary Products

523 Prairie St. Milwaukee, Wisconsin

FIRE PREVENTION RULES.

(Continued from Page 18)

50. All wood lining under soffits of stairs to be covered with fireproof material.

51. The ceilings of all boiler-rooms, cellars and basements, and, all wood ceilings of non-fireproof buildings, to be fireproofed either with plaster board covered with 26-gauge metal or other approved material.

52. (a) All attics of non-fireproof buildings shall have at least one approved fire-stop, with an additional stop for all in excess of 5,000 square feet of area or fraction thereof, all doors thru same to be fireproof and hung on strong spring hinges.

(b) Partitions to be of plaster board, covered with 26-gauge metal or other approved material.

(c) In large open attics, where subdivisions are already made or provided for, means of access shall be provided to each of such subdivisions from top floors.

(d) A ventilator or skylight shall be installed over each section, in the proportion of 100 square feet to 5,000 square feet floor area, and same shall be protected by wire guards.

53. All frame structures in courtyards shall be removed.

Heating Pipes.

54. Steam or hot-water heating pipes shall not be placed within two inches of any timber or woodwork, unless the same is protected by a metal shield. When so protected, the distance shall not be less than one inch.

55. All steam or hot-water heating pipes passing thru floors and ceilings of lath and plastered partitions shall be protected by a metal tube one inch larger in diameter than the pipe, having a metal cap at the floor, and where they are run in a horizontal direction between a floor and a ceiling, a metal shield shall be placed on the under side of the floor over them, and on

the sides of wood beams running parallel with said pipe.

56. All vertical wood boxes or casings protecting the coverings on steam or hot-water heating pipes or piping in which the water contained therein exceeds 200 degrees, F., shall be replaced with metal.

57. All indirect stack enclosures of wood shall be removed and replaced with those of metal as rapidly as possible.

58. All steam coils, radiators or pipes in wardrobes shall be protected by a screen or heavy wire netting so that clothing may not come in contact therewith.

59. All steam radiators or coils in all halls or passageways shall be protected by metal shields. All vertical steam pipes and returns within reach of the pupils shall be covered with insulating material protected by metal.

60. (a) All openings thru floors and partitions thru which steam or other pipes pass shall be made secure against the passage of fire and smoke by the use of non-combustible materials.

(b) Floor registers shall be protected by a screen of $\frac{1}{2}$ -inch mesh galvanized-iron wire, fastened up close to the under side thereof.

Gas Fixtures.

61. All gas service mains shall be fitted with a stop-cock at or near the curb.

62. The use of swinging gas brackets for any purpose is prohibited. None other than short, stiff brackets shall be used.

All brackets in basements, playrooms, toilets, hallways and stairways shall be fitted with detached keys and all, including those in the cellars, shall be equipped with wire protectors.

63. In cooking classes, where a number of small gas stoves are used, teachers should be cautioned as to the use of matches and pupils instructed as to the proper method of lighting

matches, as well as disposition of match-ends after lighting gas.

64. Friction lighters should be used, where possible, in place of matches in classrooms.

65. Proper gas-lighters shall be used for lighting gas in halls.

66. Rubber hose shall not be used for connections for gas ranges or gas stoves; neither for burners, except for laboratory tables.

67. All woodwork at or near gas stoves shall be carefully protected by stone linings or metal lined with asbestos.

68. Gas stoves or hot plates shall not be placed upon a wood-top table or other similar surface, unprotected by stone or metal with asbestos beneath same, or other incombustible materials.

69. Gas ranges shall rest on a base of stone, cement or 26-gauge metal, lined with asbestos $\frac{1}{4}$ -inch thick.

70. All gas-meters shall be provided with platforms or shelves of fire-resisting material.

71. Combustible material shall not be stored under or near gas-meters or electrical meters or switchboards.

72. Pupils must not, under any circumstances, carry matches into school buildings at any time or for any purpose.

Extinguishing Appliances.

73. For ordinary school structures the standard fire-extinguishing appliance equipment shall consist of:

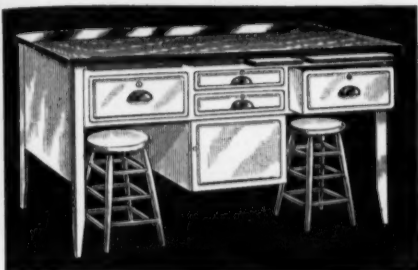
One 3-gal. approved fire-extinguisher.

One 5-lb. flat-head axe.

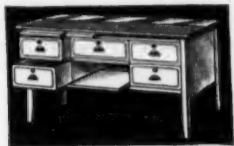
One 6-ft. hook, Fire Department pattern.

74. (a) Additional fire-extinguishers: One additional extinguisher shall be provided on each floor where classes in carpentry, chemistry, sewing, etc., are located, and in which combustible material of any kind other than books, is used in connection with school work, and two

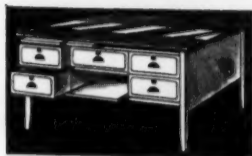
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Domestic Science Table No. 32
White Enameled inside and out



No. 2 Table



No. 4 Table



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No. 24 Table



No. 34 Table



Sani-Steel Cabinet
No wood; No bugs;
No mice; No odor



Adjustable Frame Manual
Training Bench



Steel Desks for the
Teacher



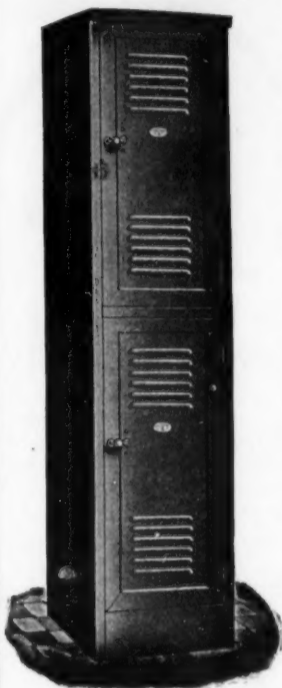
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There are many reasons why this locker is most suitable for all clothes locker purposes. We can't say much here, and what we might say, in print, wouldn't convince you to any great extent.

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If you are buying or specifying lockers we will deliver, RIGHT IN YOUR OFFICE, free of all expense to you, charges prepaid, a finished sample showing the construction and finish of our lockers. You can examine it carefully and return at our expense, the carrying charges to be paid at this end. Then you'll know what GOOD lockers are like. You can see and test our FRAMELESS CONSTRUCTION, NEW WELDED, TUBULAR, PANEL DOOR, without a rivet or bolt showing—the NEW STEEL PIVOT HINGES and REINFORCED CORNERS—YALE LOCKS, BEAUTIFUL BAKED ENAMEL FINISH. In fact, you'll see a high class locker at a low class price, which will surprise and delight you. SAY YES, we'll do the rest.

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additional extinguishers shall be provided where such floors cover areas of 10,000 square feet. One additional extinguisher shall be provided for each assembly room where there is more than one assembly room in a building.

(b) Fire buckets: Two standard fire buckets, 10 quarts capacity, shall be placed in each carpentry classroom.

75. Automatic sprinklers shall be provided in large storerooms or workshops on first floor or below, and in all waste-paper chutes, one being placed at top and one at bottom. All supplies to be from house service.

76. Water connection, with length of small hose attached, shall be placed in all furnace-rooms for use about ash-pits, and similar connections shall be placed where waste paper or other refuse is burned.

77. An asbestos sheet shall be provided for each class in cooking and chemistry.

78. Oil of any kind shall not be applied to wood floors.

79. Kerosene oil shall not be used for cleaning purposes alone or combined with any other oil or preparation.

80. Doors to stair enclosures shall not be fastened back while school is in session.

The specific duties of various Inspectors in seeing that certain of the foregoing rules are complied with are set forth in the Rules and Regulations of the Building Bureau.

EVENING SCHOOLS.

Recent reports on the evening schools of Chicago, issued by District Superintendent Wm. M. Roberts, show that the average attendance for the first week was more than 5,000 above that in 1913. At present, the salaries of evening school instructors amount to \$2,560 per evening.

The greatest increase in enrollment is found in the high schools, which is partly accounted for by the large number of persons out of employment who are trying to fit themselves for better work. High schools with enrollments over 1,000 are: Crane Technical, 1,668; Engle-

wood, 1,698; Harrison, 1,364; Lane, 2,504; Wendell Phillips, 1,562; Schurz, 1,259; Tuley, 1,138.

Joliet, Ill. Evening continuation classes for young people above the compulsory attendance age opened, on October 5, for a term of twenty weeks. In addition to the ordinary branches of both elementary and high-school grade, industrial and commercial branches are offered for men and women. The classes meet three times weekly for two-hour periods. Students are limited to two studies and classes are formed for not less than ten persons. A registration fee of \$2 is exacted, to be returned to such as complete three-fourths of the course.

Green Bay, Wis. The industrial school board has reopened the evening school at the Howe-Sale School. Sessions are held twice each week and instruction is given in arithmetic, bookkeeping, English, business correspondence, penmanship, shorthand, typewriting, cooking, sewing, English for foreigners, drafting, salesmanship and gas engineering. Students who enroll are required to make a deposit of \$1 to insure regular attendance. This is returned at the close of the evening-school season if the students have attended more than twenty sessions.

Oshkosh, Wis. Cabinetmaking and carpentry have been introduced at the Jefferson School under the direction of a master mechanic. At the Beach Manual Training School, a series of lessons are offered in mechanical drawing to meet the needs of draftsmen, machinists, sheet-metal workers, stone cutters and carpenters.

Trenton, N. J. Classes have been formed in shop mathematics, industrial history and English for the benefit of woodworkers and others who may be interested.

STATE COMITY REGARDING TEACHERS' LIFE CERTIFICATES.

(Continued from Page 13)

that such certificates are for life and that the examinations required or the courses of study pursued are fully equal to the requirements of this state."

Minn.: "Graduates of the University of Michigan or any other accredited college, upon application, are issued special certificates valid for one

year. After one year of teaching, application may be made for the regular professional certificate."

"Up to this time no work in Education has been required for these certificates. Beginning with the year 1914, however, some definite requirement in Education will be made for the professional certificate."

"Graduates of the College of Education of the University of Minnesota * * * receive a first grade professional certificate for two years from date of issuance. After two years' teaching in Minnesota * * * it becomes a permanent first grade certificate."

"Graduates of colleges and universities approved by the State Examining Board and 'fully and fairly equal' to the University of Minnesota may, after one year's successful teaching in Minnesota, be granted a first grade professional certificate. Graduates of approved colleges 'who have not taught in Minnesota the nine months necessary for endorsement of diploma, may receive a special certificate' that will entitle the holder to teach one year in a state high school."

Mo.: "The College Graduate Certificate [valid for three years] is issued to graduates of standard colleges and universities, on the completion of a course in Education consisting of eighteen hours. Certificates from other states will be accepted where fifteen hours are required. State [Life] Certificates will be issued to those who have had successful experience [of three years]."

Miss.: "Our laws do not permit us to recognize a diploma or a teacher's license from any other State in lieu of our regular examinations."

Mont.: "The state does not issue life diplomas to non-residents. However, under our present rules, any graduate of the University of Michigan, or other recognized college or university, who has taught successfully for eighteen months after graduation would be entitled to a state certificate, good for six years. As soon as the holder of a state certificate has taught five years in this state he is entitled to a Life Certificate."

"The Board has sometimes accepted in lieu of the eighteen months' experience required after graduation, satisfactory experience before graduation at the rate of two for one."

Neb.: "A diploma from a standard college or



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OUR school houses are in use by School Boards in twenty-one States and Territories. They have double walls, thoroughly insulated, are well ventilated, dry, warm and sanitary. Are SECTIONAL and PORTABLE: Can furnish record and locations of several that have been moved and re-erected seven and eight times each. Any size: Open air and two rooms when desired.

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Prang Color Prints

Make barren walls attractive and school rooms beautiful. "Prang Color Prints" meet the demand for bright and inexpensive pictures by prominent European Artists. Several sizes, varying prices, and 250 titles. Broad and simple in treatment. A few suggestions are:

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No. 22, "Ripening Wheatfield."—von Volkmann. Size 39¼x27½. Price \$3.00.

No. 237, "Autumn."—Weber. Size 16½x12½. Price \$1.25.

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Now—you have no excuse for being without a good pencil sharpener. This new Stewart Junior is low in price,—mechanically perfect—and will not break the lead. Four inches high—beautifully nicked—with double cutters of extra durable steel. At your dealer's—today—or direct from J. K. Stewart Mfg. Co. 338 Wells Street, Chicago Price—with clamp—only

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SPIRAL SLIDE FIRE ESCAPE



Conceded by leading School Boards, Architects, and Fire Chiefs to be the best in the world. All step-escapes are necessarily dangerous. One falls, another stumbles over the fallen, and another, breaking limbs and crushing out lives in the mad rush from smoke and flame.

In the Kirker-Bender there is no stumbling, no falling, everybody slides to safety.

Especially suited to women and children.

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Complete Ready To Set On The Foundation

Our rapidly growing cities and towns with restricted school revenues find it difficult to build new school houses fast enough to keep up with the demand made by the increase in population. ON SHORT NOTICE and at a VERY SMALL COST, we are furnishing many of the different towns and cities in the United States with our PORTABLE READY BUILT SCHOOL HOUSES with seating capacity 50 to 250.

When shipped from our factory, they are ready built and complete, ready to set on the foundation. No carpenter work of any kind to be done to them as every piece is finished and fitted. We send a printed illustrated instruction sheet for erecting the school houses and attached to same is a floor plan on which all of the parts are numbered and those in the packages numbered to correspond with those shown on the floor plan. When erected, they are as strong and substantial in every way as if built by a local carpenter, day work. They are thoroughly ventilated and all of the windows arranged so as to give perfect light. WE GUARANTEE ENTIRE SATISFACTION.

We will be pleased to furnish names of the different towns and cities now using them. Write and let us send you a blue print and full detailed information.

MERSON & MORLEY CO., No. 1 Main St., Saginaw, Mich.

university granted upon completion of a 120 hour course including 15 hours in Education shall be recognized." "Their [the candidates] credentials will qualify them for a county or city certificate." "This is converted into a Life Certificate by the countersignature of the State Superintendent when the holder has had at least three years' successful teaching experience."

Nev.: "Graduates from the University of Michigan [or other standard college] who have taken successfully the work in Education [required for Life Certificate] would, on recommendation of your Appointment Committee, be granted a Nevada high school certificate if they became residents of the state."

N. Hamp.: "The law regarding certification in New Hampshire does not allow issuance of certificates except by examination." "The examinations include three groups of subjects: (1) Professional; (2) Major academic; (3) Minor academic."

N. J.: "Our rules at the present time endorse the diplomas of standard colleges carrying with them any literary degree for a limited Secondary Certificate [valid for one year, but which may be renewed] provided the applicant has covered:

"(a) The subject or subjects to be taught.
"(b) School Management and Methods of Teaching, with special reference to Secondary Education.

"(c) History of Education.
"(d) Psychology, with special reference to teaching.

"(e) Physiology and Hygiene."
"The State Board of Examiners will accept [certificates issued by other states] only on terms of reciprocity."

N. Mex.: "We have reciprocal relations with the State of Michigan (and with other states) so that we can issue county first grade certificates in this state upon any certificate of equal or higher rank. In this state we require [for Life Certificate] the following credits in professional subjects:

"Psychology, ten semester hours.
"History of Education, five semester hours.
"Principle of Education, five semester hours.
"School Management, five semester hours.
"Special Methods, ten semester hours.
"Five years of experience are required for Life Certificate in this state."

N. Y.: "This Department [State Department of Education] is not permitted to recognize the professional (pedagogic) course of an institution outside of this state. However, the graduates of approved colleges who obtain the B. A. Degree can become licensed to teach in this state. Upon application such graduate is given the college graduate limited certificate, which is valid in this state for two years, and during that time the holders must pass our professional examination."

N. C.: "Graduates of colleges of first rank applying for the High School Teachers' Certificate may, in the discretion of the State Board of Examiners, be excused from examination in certain branches pursued in college [but] no certificate will be issued in any case except upon partial examination. The applicant must take the examination in English, Theory and Practice of Teaching (including School Management) and the General School Law (including the high school law)."

N. Dak.: "A person who has received an A. B. Degree and who has at least sixteen semester hours' professional preparation for teaching may

receive our first grade professional certificate [valid for five years and renewable]."

Ohio: "A graduate from any normal school, teachers' college, college or university, who has completed a full four years' academic and professional course in such institution * * * shall, upon application to the superintendent of public instruction and the payment of a fee of one dollar, be granted without further examination a provisional high school certificate valid for four years in any school district within the state; provided that such institution has been approved by the superintendent of public instruction."

"All applicants for [Life] Certificates must * * * have had at least fifty months' experience in teaching."

"On and after January 1st, 1915, each applicant for a high school certificate shall have had pedagogical training in a recognized school for the training of teachers."

Okla.: No report.

Ore.: "Holders of diplomas from the University of Michigan and other standard colleges are entitled to receive certificates in this state for high school work. Our law requires graduates of standard universities to do fifteen hours' work in the department of Education; however, if applicants have not had this work, we issue a one year certificate upon the promise that the applicant will make up the work during the year. A Life Certificate [is granted] after the applicant has taught in this state for thirty months."

Pa.: "We will be glad to grant to graduates of your university provisional college certificates good for three years if they have had two hundred hours [apparently about eleven semester hours] of pedagogical work in the university."

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Send for free copy of

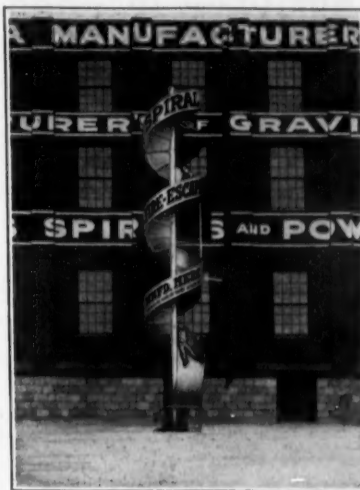
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This Booklet contains many helpful suggestions on the economical use of a permanent material in the building of the small school beautiful.

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SAFETY is recognized as the first requisite in school buildings. We manufacture the best devices for protection of pupils against fire to be found on the market. We specialize in

Minnesota Scientific Spiral Fire Escape

This device is constructed of smooth-bottom, steel chute-way, entirely free from rivets, which enables the children to slide in a comfortable position and rate of speed to the ground. This does away with the danger of panic and frequent loss of life incident to the old method of stairway fire escapes, as the children's own weight will carry them down the smooth chute-way, leaving no possible chance for congestion.

WRITE TODAY for illustrated catalog and full particulars. Give us your floor heights and length of spiral desired, and we will furnish, free of charge, drawing and proposal.

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After three years of experience in the public schools of Pennsylvania * * * we grant them a permanent college certificate."

R. I.: "A candidate for a teachers' certificate in the State of Rhode Island who has completed courses as stated in your letter, would be accredited in full for our first grade certificate, and after the required number of years' successful experience might receive a permanent or Life Certificate."

S. C.: "The full diploma of the University of Michigan will be given the same credit that it receives in Michigan, provided the public school officers of Michigan establish reciprocal relations in the matter of teachers' certificates between that state and South Carolina."

S. Dak.: "The law of this state authorizes this office [Superintendent of Public Instruction] to issue Provisional State, five year State, and Life Diplomas to graduates of standard colleges and universities, provided the applicant has, during his or her course, successfully carried not less than fifteen semester hours of Education."

Tenn.: "The State Superintendent of Public Instruction may issue certificates without examination to graduates of other institutions of learning whose standards of admission and requirements of graduation are not lower than those of the State Normal Schools and the State University." "A high school certificate of the first grade [shall be issued] to the applicant who is a graduate of the State University and who has completed any six half-year courses offered by the University in psychology, history of Education, principles of teaching and school management, not less than two of which shall have special reference to high school work."

"On completing an advanced specified course of study and on passing an examination on it a permanent certificate shall be granted."

Tex.: "The University of Michigan is on our approved list and certificates are issued to graduates upon conditions explained in the enclosed bulletin [the bulletin outlines requirements which practically coincide with the requirements set for a Teachers' Diploma at the University of Michigan]."

Utah. "Graduates of the Education department of the University of Michigan (and like in-

stitutions) are eligible to receive the Utah temporary high school certificate. Life diplomas cannot be granted to persons until after they have acquired five years' successful teaching experience, two of which shall have been in the state of Utah."

Vt.: "Any graduate from the University of Michigan is eligible to a five years' certificate in Vermont without examination."

Va.: "The holder of a baccalaureate degree from a registered college shall be granted a collegiate certificate [which shall] continue in force for seven years. If the collegiate or university course has included 10 per cent of professional work a professional certificate shall be granted, valid for ten years and renewable indefinitely."

Wash.: "The Life Certificates issued by the department of Education of the University of Michigan (and by other accredited institutions) are recognized for purposes of certification in this state, as well as the regular diploma of the University. Examination is required in State Manual of Washington only. Applicants for a first grade certificate must have had nine months of successful teaching experience. For a professional certificate twenty-four months, at least eight of which have been in this state; forty-five months are required for a Life Certificate, twenty-seven of which must have been in this state."

W. Va.: "The State Board of Education may also issue certificates to teachers coming from other states when such teachers hold certificates or diplomas of equal value with those issued under this act; provided the states which issue such certificates likewise recognize those issued in this state."

Wis.: "The Wisconsin law provides that the State Board of Examiners may issue a state license to teach in Wisconsin to a person who is a graduate of a reputable institution of a grade equal to that of the University of Wisconsin, and who has pursued a course of study equivalent to the corresponding course of study offered in the University of Wisconsin and has taken during his collegiate course at least twelve-fifths [twelve semester hours] of psychology and pedagogy." This permit is valid for one year and is renewable for one year.

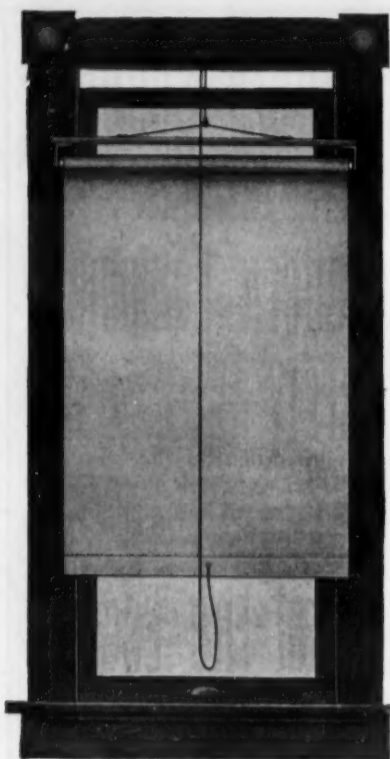
If at the end of the second year a candidate can furnish a second set of satisfactory testimonials of successful teaching a Life Certificate is issued.

Wyoming: "Graduates of the College of Liberal Arts of the University of Wyoming who have devoted one-fifth of their entire course to psychology and pedagogy and have had two years successful teaching experience shall be given a professional first class certificate valid for life."

"Graduates of the State Normal School of the University of Wyoming who have had at least one year of successful teaching are given the professional second class certificate valid for life. Exemption certificates may be granted to the graduates of other normal schools and colleges of equivalent rank."

Thus it is seen that, to a fair degree, a spirit of comity does already exist among the several states respecting the validation of certificates. Fourteen states give full recognition to the Life Certificate issued by the University of Michigan, 25 give partial recognition, one gives conditional recognition, seven give no recognition and one state failed to report. Moreover, 33 states permit the Life Certificate issued by the University of Michigan to operate, at the outset, as a temporary or limited certificate, and three other states issue limited certificates when the candidate has passed an examination in specific subjects that relate to local geography, history and school law. It is probable, too, that in some of the other states the local authorities recognize the University of Michigan Life Certificates (temporarily at least) even tho the laws do not specifically grant such powers to the State Board of Education.

Further, if our interpretations of the various laws have been correct, like privileges are granted to the graduates of any standard American college or university—provided professional study has been pursued to the extent of approximately fifteen semester hours.



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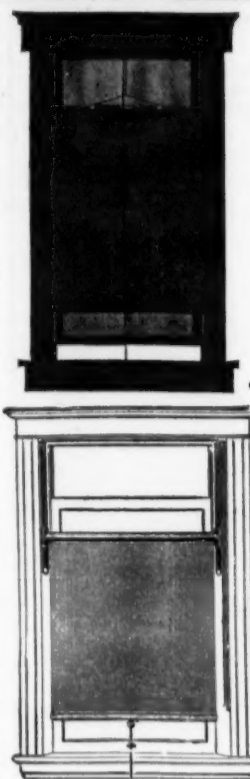
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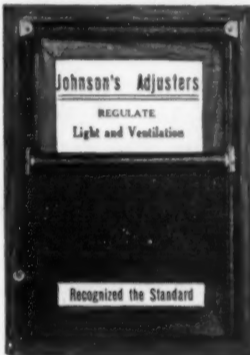
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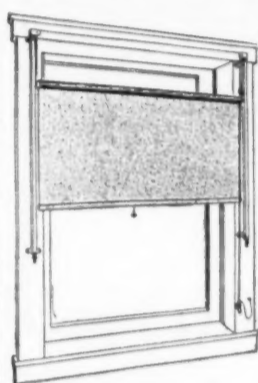


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THE BOARD OF EDUCATION AND THE HIGH SCHOOL INSPECTOR.

(Concluded from Page 20)

high school, as the case may be, and meet the demands."

"Well, how about our high school? If we are hit on the head we notice it sooner," ejaculated Mr. Johnson.

"You have a splendidly arranged course of study, and teachers that fill all the requirements."

"I guess that's the whole thing," said Johnson.

"Not quite all. You are working your teachers too hard. Some of them are teaching eight periods per day, and six classes daily is recognized all over the United States as the maximum of class hours."

"Well, don't we work fourteen to sixteen in our business?" said Peters, who was a druggist.

"Possibly, but do you know that teaching is the most strenuous work that can be done? That the concentrated attention, the daily grind, ruins the health of more women than that of any other profession?"

"Well, it don't look to me like no six hours is hurtin' 'em," interrupted Johnson.

"No, sir, six hours of work daily ought to hurt no one, but do you have to work overtime thinking of your work?"

"Well, I reckon I do. I work nights and Sundays," said Peters.

"Just so with every good teacher. She has daily preparation to make before she goes to her classes, she has themes to read, outlines to prepare, records to keep, slow students to help, parents to visit, etc., etc. Her days and nights are full." The inspector was growing enthusiastic.

"And yet you expect her to do this for a pittance of a salary."

"You're right! you're correct! she don't get enough, and I reckon she has all she can do. Proceed." Mr. Peters was ready to leave the subject.

"Your library is small. Your laboratories need more new and up-to-date equipment. You have a fine teacher in science but he cannot get the best service on account of the limited laboratory."

The inspector noticed they were getting uneasy.

"It seems about everything around here is out of joint." The secretary looked up from his writing.

"No, indeed," said Inspector Cline. "This is only a case of the lost sheep. We are giving more attention to the one than to the ninety-and-nine."

"Why, if the people knew all these things were crosswise in our school they would raise such a hullabaloo that we could not rest nights. As it is now they are pestering us most of the time." Mr. Clark looked at the rest of the members for sympathy.

"You're right, anyway seven-eighths right," agreed Sampson.

"If the people knew that these things were wrong last year and that you as the board of education had corrected them this year, then what do you think they would say?"

"They would think we're a dandy board," exclaimed Peters.

"That's about the way I look at it." The inspector waited for remarks.

"Would you mind writing these things all down, so that we could know definitely and posi-

tively what is needed and what we are doing?" asked the secretary.

"Oh, no, indeed. I'll be glad to send you an official report as soon as I get back home."

"That's it, then we can tell just how to proceed."

During all the report the superintendent had been quietly but carefully listening to all the criticisms and remarks.

"Come to think about it, our new superintendent told us about most of these things," said Peters.

"I have no doubt of it," said the inspector. "But he is a young man, a new man, and you hesitated to take his advice."

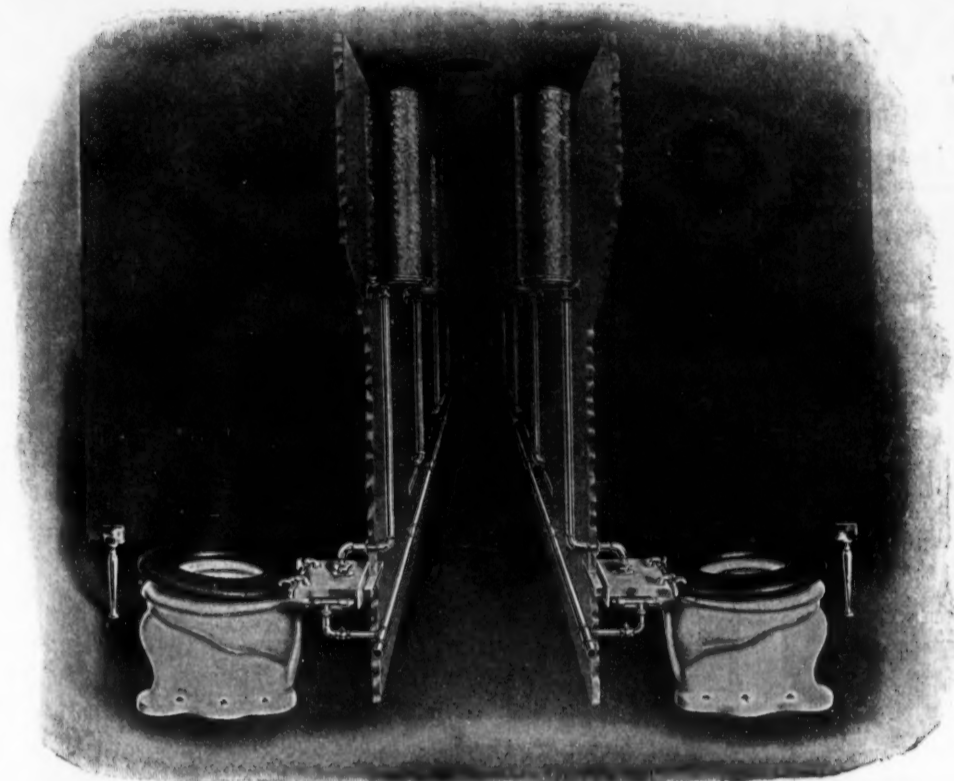
"I guess you have hit the nail on the head," Clark smiled pleasantly.

"Just one more thing," exclaimed the inspector, "then I am done. The school is a social factor in your community and it will never be ideal until all other factors are ideal. It deals with pupils, parents, homes; living, changing, growing elements, and the school should not only keep pace but set the pace for these other factors, it should embody the ideal and lead pupils to higher, better, nobler things. You have an excellent start in your place, and gentlemen, I trust you to give this community all that the children and parents deserve." He bowed smilingly and left the room.

"Say, what do you think of inspection?" asked Peters, looking at no one in particular.

"I think he done us a lot of good," Johnson answered.

Des Moines, Ia. A school for backward children has been opened with a special teacher in charge.



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A SECRETARY'S FIRST DAY'S ADVENTURE IN SCHOOL-BOARD AFFAIRS.

(Continued from Page 16)

are in line with the advancement of modern intelligence. The system now has twenty thousand children in the schools.

Superintendents Were Not Permitted to Work Out Programs.

There can be no doubt that since the day of the soldier superintendent, down to January, 1914, there had begun to develop a period of intense educational stagnation. Superintendents were not permitted to work out constructive educational programs, free from restraint and interference of factions within the board of control. Cases were frequent where board members went into schoolrooms and took charge of recitations, and directed teachers in their work.

The position of school director being a political one, the influence of constant attention on the part of individual teachers and employees overshadowed the greater aspects of educational policy, and weakened the administration by making inoperative the necessary decrees and policies of educational experts.

Board members were popular while in office, for the reason that their sympathies were looked upon with greater respect in personal matters than in matters affecting the impartial educational needs of the community; hence opportunism and expediency were often used as the instruments of feeding a desire for popularity, which could be obtained only by curtailing the power and influence of "exacting" superintendents.

Suggestions, and frequent visits to individual board members on the part of teachers and employees, created desires in the minds of board members of a certain type to take upon them-

selves many administrative duties, and caused them to assume to know many things, and to act in many matters without regard to properly organized functions of school management. Official acts, in many respects became acts of disorganization and the abrogation of established rules.

The Meaning of Administrative Efficiency.

It is probable that the true meaning of administrative efficiency in public school systems has not been, up to the present time, fully realized. The crux of power, and the strategy of educational development has been thought for many years to lie wholly within the provinces of the executive will of school boards.

In reality much of the success of the school system, and its reputation both at home and abroad, if not the greatest part, are determined by the quality and kinds of methods by which the schools are administered.

School efficiency and educational results are not the subject of monopoly, in the sense that constructive knowledge and power may be possessed by the superintendent or the board member, and not by the secretary, the supervisor or the teaching force. There are no comparative degrees of dignity in the administration of public schools, but there is a unity of purpose, and an interdependence of method and thought that must prevail before adequate and rational educational ends can be accomplished.

The trend of modern ideas has changed to some extent the iron-clad relations that formerly existed between school boards and their administrative officers, and in this change the character and dignity of both have been enhanced. School boards look more and more to administrative heads for results, and delegate to them a greater discretionary power. Few departments

in school affairs are permitted to run on the "hit-or-miss" plan today. The modern school must produce positive educational results, and to this end a definite scheme of administration has been established. It is imperative that all administrative officers be highly proficient and capable of organized constructive thinking in carrying out a progressive educational program.

The Key to Administrative Efficiency.

The first prerequisite in a progressive school system is a progressive board of education. Next to be selected is a strong and safe professional leader to direct educational affairs. On the business side must be provided an administrative head who is capable of constructive thought in matters of organization, and who is able to systematize and direct harmoniously the details of his office.

The key to administrative efficiency often may be found in the methods by which the ordinary business affairs of the system are conducted, as these matters represent a type of official thinking, which indicates the kind of results that one might expect to find in the larger aspects of school administration.

Standards of efficiency in public school systems should be higher than those of other institutions, for the reason that countless influences are continually at work to retard the real usefulness of the schools. Among these may be noted that spirit, closely resembling sabotage, on the part of incompetent and indifferent individuals, who thru favoritism or fraud have entrenched themselves into positions from which nothing short of an upheaval of the entire social system could remove them.

A public school system wherein the chief aim is to harmonize with that sentiment most pleasant and agreeable to the interests of employees,

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is rarely successful from an educational standpoint. Public officials should realize that they are employed to spend the people's money judiciously, and should not waste it on their own opinions or private sentiments, which come cheaply at the expense of the public's purse. Satisfactory results may not be anticipated when weak executives are placed at the head of administrative affairs, and subordinates, because of fitness are required to make up for deficiencies and shortcomings on that account.

Successful school operation, like the successful enterprise in other fields, depends upon the application of principles of well organized control, which means the practical handling of live issues and live problems, that cannot be solved by merely wishing that all the hardships of life would disappear, or in assuming that school dollars should be less carefully spent or scientifically administered than dollars that go into other affairs of life.

THE PRINCIPAL.

(Concluded from Page 10)

instructors, in seeing a young teacher in the environment in which he expects her to do her work. Her mistakes are all turned to advantage, for, craving approbation, she endeavors never to make the same error twice.

I plead for the principal. When teaching, the principal was always my best friend. But it is equally true that large schools and too much management are hampering. A teacher does better work under the stimulus of kindly suggestion than under a hundred iron-clad rules.

Principals are also better able than teachers to follow a child thru his school training. They get to know a child's character and can make suggestions to a teacher which will help her

greatly in instructing him. This is particularly true when promotions have been made, and much valuable time would be lost while a teacher becomes acquainted with her new school. The principal is invaluable here. A little talk with a teacher, a few suggestions as to bringing out the best points in Sammie and Susie and Jane, and what undesirable characteristics of Gerald must be curbed before it makes any headway; these things save many precious hours later, and hundreds of mistakes.

So if the time ever comes when our school system is remodeled according to Miss Lynch's plan, and the teacher becomes all powerful, let us not forget the good old days when principals were supreme.

THE CONSOLIDATED SCHOOL IN NORTH DAKOTA.

(Concluded from Page 14)

We have found it desirable before buildings are erected and equipped, in fact, before a vote is taken on the subject, that a committee of the board with the county superintendent visit two or three consolidated schools. This gives the movement greater consideration and weight in the minds of those on the doubtful list. Then meetings of the patrons and taxpayers are held to which some speaker is invited to discuss the benefits of the consolidated school and kindred topics. Always the ideal of adequate rural school privileges is held up before the rural patrons, with the consolidated school as the means of realizing this ideal.

To conclude briefly, the consolidated school is in North Dakota to stay and grow, for it more than pays its way in every case.

Holyoke, Mass. A recommendation was presented to the school board requesting that the board of health reorganize the school medical

inspection department. It is planned that three inspectors, instead of six, shall be appointed and that the salaries be slightly raised.

Sioux City, Ia. The city building inspector has presented to the board of education a number of recommendations pertaining to fire hazards in the public schools, including fire escapes, automatic fire doors, signs and lights in the vicinity of fire escapes, screen door hooks for attaching screens to windows, handrails on main stairways, and changes in the method of opening doors. It is urged that the board prohibit the gathering of large audiences in the assembly rooms of two schools, and that the limit be fixed at fifty persons.

Under a resolution adopted in October, by the thirteenth congress of the National Pan-Hellenic, an association of college sorority women, American high-school girls who belong to Greek Letter Societies, and who do not resign, will be barred from college societies. The delegates to the congress were of the opinion that high-school girls are too young to be members of such secret organizations, and that their conduct leads to the formation of cliques and the development of snobbishness.

Dubuque, Ia. The evening school has opened with additional courses in cooking and sewing, stenography and typewriting, agriculture, industrial and trade subjects and civil service instruction for those preparing to take examinations for government positions. An enrollment fee of \$1 is required, and the cost of materials is borne by the students.

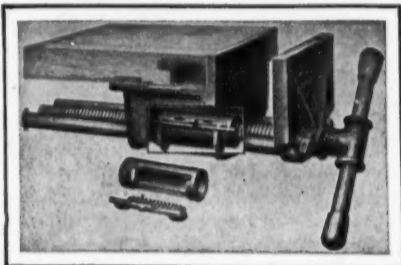
Rockford, Ill. An evening school has been opened in the Montague school, offering instruction in spelling, penmanship, English, bookkeeping, typewriting, shorthand, cooking and sewing. An enrollment fee of fifty cents is required of all pupils under 21 years of age. Students over 21, are charged a fee of fifty cents per month.

The first of a series of lectures on gardening, for teachers, was recently delivered at the State Normal School, Boston, Mass. The expenses of the course are paid by the local school board, and the teachers are furnished by the Massachusetts Agricultural College. The course was begun as a preparation for the work in gardening planned for the spring months.



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These and a score of other pertinent questions which school officials must answer to their own satisfaction, are discussed by William Hawley Smith, in the December issue of the INDUSTRIAL-ARTS MAGAZINE. Writing with the successful experience of many years as an educator, manufacturer and student of social conditions, Mr. Smith sets forth some very definite limitations and possibilities of vocational guidance. This article has all the charm and the practical hard sense of Mr. Smith's famous books on educational topics.

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Education.

A Southern housewife, looking across her back yard one day, noted the fallen leaves and called to a little negro girl: "Pearlina, don't you think this yard ought to be swept off?"

"Yes'm, Miss Mary, I sho' do," promptly responded Pearlina.

"Well, you may sweep it tomorrow with brush brooms, and get somebody to help you. Do you know anybody you can get?"

"No'm, Miss Mary, I dunno nobody," responded the chocolate-colored helper, after a minute's reflection.

"Where is your sister Seraphina? Can't she come?"

"Lawd, no'm, she can't come. She can't wuck."

"Can't work? Is she sick?" asked the mistress solicitously.

"Oh, no'm, she ain't sick. She's eddicated."

"I see," politely responded the mistress. "I didn't know just how it affected her. What does she do, now that she is educated?"

"Well'm, she-she-w'y, she jes' sets, Miss Mary, dat's all she does, jes' sets."

Her Idea of It.

Playing "teacher" is one of the most common expressions of the ambition which every little girl has at some time during her school life to become a teacher when she grows up. Usually this ambition is confided to playmates and parents, but occasionally an instructor who has won the love of her young charges hears it.

A Minnesota teacher relates how she was shocked not long ago by the ambition of a little girl.

"When I get big," the child declared shyly, "I'm going to be a teacher."

"That is splendid, Sally," said the teacher. "But, why do you want to become a teacher?"

"Well," was the astonishing reply, "I must either be a teacher or a lady, and I'd rather be a teacher."

Scientific Methods.

"Are you going to make a farmer of your boy?"

"No," replied Farmer Cornloss. "But just as soon as he gets home from school he's going to teach me agriculture."

He Had the Best of It.

Professor Blank is something of a crank in the matter of correctness of speech. Occasionally, according to the Youths' Companion, he makes himself unpleasant, not to say disagreeable, to those about him by calling attention to their lapses from good English.

"What is the use, Cornelius," said his wife to him on one occasion, "of your trying to reform people's way of speaking? A language is like a great river. It takes its own course, and you cannot control it."

"Ah, but you can," replied the professor. "You can—at the mouth. Look at the Mississippi jetties."

This effectually closed the mouth of his good wife.

A Howler!

Teacher—Describe the manufacture of a barometer and explain its action at different levels.

Pupil—To make a barometer, close a glass tube at both ends, and pour mercury in. If you take it up the mountain it goes up. If you take it down the mountain it goes down.

A "Good" Breakfast.

The medical inspector was inquiring into home habits and was particularly anxious to know what each youngster had had for breakfast. After a long series of answers such as "bread'n'cawfee" and "beer" the doctor noted with pleasure that it was the turn of little Yetta, whose parents were comparatively affluent and enlightened.

"And what did you have for breakfast, my dear?" the doctor asked, kindly.

Said Yetta, with a seraphic countenance:

"Two ice cream sodas and some choc'late creams."

Lenten Fare.

Mr. Thomas F. Churchill, president of the New York Board of Education, has a fund of stories and uses them on occasion. Recently at the close of one of the meetings of the board he said, apropos of severity in the schoolroom:

"These over-severe teachers always remind me of an over-severe person. He, at a dinner party during lent, said to one of the guests, a famous raconteur:

"My dear sir, as it is lent—and a Friday to boot—would you mind if I asked you to confine your efforts exclusively to fish stories?"



Vocational Guidance.

"Professor," said Miss Skylight, "I want you to suggest a course in life for me. I have thought of journalism—"

"What are your own inclinations?"

"Oh, my soul yearns and throbs and pulsates with an ambition to give the world a lifework that shall be marvelous in its scope and weirdly entrancing in the vastness of its structural beauty!"

"Woman, you're born to be a milliner."

A little Italian was asked by his teacher to provide for the class a sentence using the word disarrange. Tony had no intention of being anything but obedient when he shocked the teacher and convulsed his fellows.

"My fader, he make de fire dis morning. He geta mad 'cause de fire no burn. He say: 'Dama disa range!'"

Two Philanthropists.

Professor John Stuart Blackie, the noted Scottish scholar and man of letters, had the rare gift of being able to enjoy thoroughly a joke of which he was the victim. The following anecdote, says the Youths' Companion, he particularly relished:

Clad in a shepherd's plaid, with a broad-brimmed hat on his head, and his hair falling in ringlets about his shoulders, the quaint old professor was accustomed to take long walks thru the Edinburgh streets. On one of these walks he was accosted by a dirty little boot-black.

"Polish your boots, sir?" asked the boy.

"I don't want my boots polished, my lad," said Professor Blackie, "but if you'll wash your face I'll give you a sixpence."

"A' right, sir," replied the lad. He went over to a neighboring fountain and made his ablutions.

"Well," said the professor, "you have earned your sixpence. Here it is."

"I dinna want it," said the boy. "You keep it and get your hair cut."

Obedient to the Law.

Parents of Wayne, a suburb of Philadelphia, are required to report promptly any case of contagious disease, in compliance with the regulations of the local Board of Health.

In accordance with this order, Health Officer Leary received this postcard recently:

"Dear Sir—This is to notify you that my boy Ephraim is down bad with the measles as required by the new law."—Harper's Weekly.

The Teacher Taught.

Miss Wilson, an enthusiastic, young teacher, had spent the entire summer in trying to elevate the simple country people with whom she was boarding. When she was about to leave, she said:

"Goodby, Mr. Graves, I hope my visit hasn't been entirely without good results."

"Sartin not," replied the old farmer, "you've learnt a heap since you first come; but by heck, you was about the greenest one we ever had on our hands."

Politeness, Indeed.

"How do you like your new music teacher?"

"He is a very agreeable young man. When I made a mistake yesterday, he said, 'But, Fraulein, why do you take so much pains to improve upon Grieg?'"

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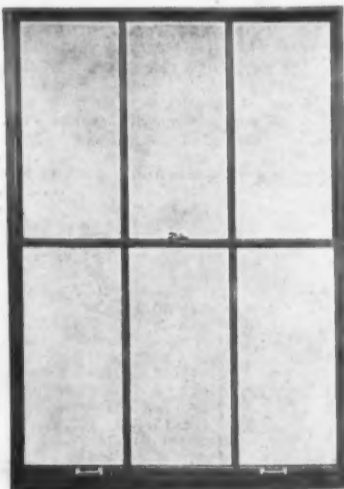
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